DOCUMENT RESUME

ED 050 534 EC 032 377

AUTHOR	Forbes, Donald G.; Raschick, Sally Carey
TITLE	Walworth County Preschool Program. Rationale and Preliminary Report.
INSTITUTION	Wisconsin State Dept. of Public Instruction, Madison. Div. for Handicapped Children.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE	Sep 70
NOTE	100p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*Behavior Change, *Early Childhood Education, *Educable Mentally Handicapped, *Exceptional Child Education, Intervention, Mentally Handicapped, Nonprofessional Personnel, Positive Reinforcement, Preschool Children, *Program Descriptions
IDENTIFIERS	Wisconsin

ABSTRACT

The report describes an academic, compensatory education preschool program for educable mentally retarded children 3-5 years of age. Goals are to teach, through behavior modification techniques, language skills and behavior patterns necessary to succeed in school. Language teaching is based on an adaptation of the Bereiter-Englemann method, and the program makes extensive use of paraprofessionals. Discussed are efforts to foster healthy self-concepts, techniques of behavior modification and the schedule of tangible and social reinforcement, staffing and training procedures, subject matter taught, and the program of home visits to inform parents of the child's progress and encourage them in the use of positive reinforcement management techniques. Evaluation results reported show IQ gains of 14-38 points, a 17-month average gain in language over 7 1/2 months, improved behavior and self-concepts, longer attention spans and ability to delay gratification, and gains in academic skills. Appendixes present controlling techniques, the rationale for heavy emphasis on language teaching, examples of subject matter taught and sample lesson plans, forms for reporting on the home instruction program, descriptions of staff job responsibilities, and details of in-service paraprofessional training. (KW)

ED050534

WALWORTH COUNTY PRESCHOOL PROGRAM

Rationale
and
Preliminary Report

EC 032 377

WALWORTH COUNTY SPECIAL SCHOOL
operated by Walworth County Handicapped Children Education Board
Elkhorn, Wisconsin

September, 1970

1

ED050534

EC032377

WALWORTH COUNTY PRESCHOOL PROGRAM

Donald G. Forbes, Ph.D.
Program Designer
School Psychologist

Sally Carey Raschick
Co-Designer
Educational Motivationist

Developed by:

Walworth County Special School
Walworth County Handicapped Children's Education Board
Elkhorn, Wisconsin 53121

In cooperation with:

Division for Handicapped Children
Wisconsin Department of Public Instruction
Madison, Wisconsin 53702

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Acknowledgements

Special thanks are given to the following staff members
of the Division for Handicapped Children
for their cooperation and contributions

Mr. James Despins
Supervisor, Mentally Retarded

Mr. Vernon Smith
Supervisor, Speech Correction

Dr. John Cook
Coordinator, Research

We are also indebted to Margaret Lee, Esther Newman, Clarice Mitchell, Judy Kret, Terry Klaerig, Verna Kolden, Zora Woelke and Barbara Kwiatkowski for their loyalty and dedication as paraprofessionals. We are proud of their very "professional" attitude and performance.

Commendation and thanks must also be given to Patricia Jankowski for the wonderful way in which she has assumed the leadership role as Educational Motivationist.

This report was developed as part of the project entitled, "A Program to Overcome Mental Retardation Caused by Cultural Deprivation", funded by the U. S. Office of Education Project No. 00012 of Title VI-B of the Elementary and Secondary Education Act, under grant award number 594149-70.

Copyright - Walworth County Handicapped Children's Education Board,
Walworth County, Wisconsin 1971

FOREWORD

Walworth County is proud of its progressive programs for children in need. The Walworth County Board was the first county board in Wisconsin to recognize the need for a program where mentally retarded children might develop at their own speed. Today the program has grown to a staff of 37 teachers and over 305 students.

This publication is designed to share with others the rationale, experience and results of the Walworth County Preschool Program.

Special thanks should be given to Roger Dingman, Milton Voss, Frank Janowak, Ernst Kloppstein and Robert Stevenson, members of the Walworth County Handicapped Children's Education Board who had the courage and foresight to lead Walworth County into the development of this preschool program.

Philip B. Knobel
Administrative Assistant
Walworth County Special School

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY Donald G. Forbes Walworth Co. Special Sch. TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

Copyright - Walworth County Handicapped Children's Education Board, Walworth County, Wisconsin - 1971 -

In accordance with copyright regulations of Title VI-A E.S.E.A. projects.

TABLE OF CONTENTS

		Page
1.	Introduction	1
2.	Self-Concept	3
3.	Behavior Management at PreSchool	5
4.	Staffing and Training Procedures	15
	In-service Training	19
5.	Subject Matter Taught	21
	Language	24
	Reading Readiness	25
	Numbers	26
	Independence Training	26
	Music-Motor	27
6.	Home Instruction Program	28
7.	Results of Program	29
8.	Appendix I - Techniques Used in Controlling Behavior	34
9.	Appendix II - Rationale for Heavy Emphasis on Teaching Language.	36
10.	Appendix III - Examples of Subject Matter Taught Including Representative Lesson Plans	
	Language	38
	Reading Readiness	56
	Numbers	65
	Independence Training	70
11.	Appendix IV - Home Instruction Program	78
12.	Appendix V - Description of Job Responsibilities	88
13.	Appendix VI - In-service Training of Paraprofessionals - First Week	90

INTRODUCTION

The Walworth County Preschool Program began in 1968 as a federally funded project designed to teach young children the language skills and behavior patterns necessary to succeed in school. Because of its demonstrated success, the financial responsibility for its continuance has now been assumed by Walworth County under the auspices of the Handicapped Children's Education Board in conjunction with the Wisconsin Department of Public Instruction -- Division for Handicapped Children.

The present program serves twenty-eight three to five year olds. It is an academic, compensatory, education program. The children attend school five mornings per week during the school year.

While project design limited the class to preschoolers functioning intellectually within the educable range, our experiences now lead us to believe that the methods and materials developed will prove appropriate for use with preschoolers in general.

One of the basic goals of the program is to teach behavior that is conducive to learning, and thereby increase the child's ability to achieve his goals, whatever they may be.

Behavior modification, as this is called, is achieved through a system of tangible rewards that are given for both successes in learning tasks and behavior judged by the teaching team as being appropriate and desirable. Extensive social reinforcement is coupled with this tangible reinforcement.

The advantages of this kind of program are twofold. Reinforcement provides incentive to work. Second, the constant feedback that comes from immediate reinforcement shows a child clearly whether or

not his answer is correct and his behavior is approved.

What makes this program different from traditional preschool programs is that additional attempts are made to give individual success. This nurtures a good self-concept in a child, something of major importance for young children and, especially for children from deprived or otherwise unusual home conditions.

Another basic goal of the program is to teach the language necessary to think logically and systematically. Of the programs currently being employed in preschools for teaching language, an adaptation of the Bereiter-Englemann program seems best suited for our purposes.

This is so because it is highly structured. Our program makes extensive use of paraprofessionals, and it is easier to train them to be competent in a structured situation.

We have developed a concise series of micro-step lesson plans and procedures that a paraprofessional can follow and that appear to give young children a coordinated and intensive opportunity to achieve proficiency in their learning. So far, using experimental materials, this method has shown marked success.

A more extensive description of the procedures, techniques and results follow with appendices.

SELF-CONCEPT

Nurturing a healthy self-concept is a basic goal of all preschools. It is especially a concern of ours because we have chosen to work with children known to come from deprived, or otherwise unusual, home conditions conducive to the development of poor self-concept.

In general terms, we attempt to foster healthy self-concepts by: demonstrating love and acceptance; selecting stories and songs that help children socialize; watching for changes during freeplay, etc. to encourage independence and build self-confidence.

While all preschools do this, the efforts of many are frequently confined to making use of incidental and/or spontaneous opportunities. Unfortunately, while every little bit helps, it is very difficult to recognize and/or make use of every opportunity. Frequently, the child's successes become too widely spaced for effective reinforcing.

We feel that our children need considerably more than the average number of successes to convince them that they are "just as good as the next guy".

Our experience leads us to believe that Prescott Lecky[1] and Jerome S. Bruner[2] are correct. Essentially what they say is that a person forms an opinion of himself early in life and then clings to

---

1. Lecky, Prescott. Self Consistency (A Theory of Personality). New York: Island Press, 1945

2. Bruner, J.S. "Personality Dynamics and the Process of Perceiving." in R.H. Blabe and G.V. Ramsey (eds.) Perception--An Approach to Personality. New York: Ronald Press Co., 1951, p.p. 121-147.

it tenaciously even in the face of evidence to the contrary and even if clinging to it is obviously self-defeating. The stronger the belief, the less evidence needed to keep him believing it and the more evidence to the contrary needed to change his mind.

Stated another way, if a person thinks he is a loser, it takes very few defeats to keep him believing that he is a loser and many successes to convince him that he is not. Even if it is a poor self-concept, a person holds his self-concept sacred. He would rather fail than accept evidence suggesting that he is wrong about himself.

A child, therefore, having a number of successes in a morning at Preschool and only a few failures is very likely to hoard his failures as more proof that he is "no good" and discard all his successes as false information.

To actually change his self-concept, therefore, we feel that we must arrange for many, many successes each day and permit very few failures. We feel that using paraprofessionals, precision teaching and reinforcement techniques that permit us to repeatedly reward the same success in a variety of ways, greatly increases our opportunities, per hour, to provide feelings of success and, conversely, decreases our chances of inadvertently providing opportunities to fail.

BEHAVIOR MANAGEMENT AT THE PRESCHOOL

Principles and techniques of behavior modification are used throughout the preschool day. As much as possible, these include: reinforcing only approved behaviors; ignoring irrelevancies; isolating children for brief periods if they are disruptive (rather than giving them attention for nondesirable behavior); and maintaining firm expectations of behavior with specific, non-fluctuating ways of handling deviances.

Early in the year, tangible rewards are given for both success in learning tasks and for behavior judged by the teaching team as being appropriate and desirable. Extensive social reinforcement is coupled with tangible rewards.

The reasons for using behavior modification in the program are two-fold: First, reinforcement provides incentive to work. Second, the constant feedback which comes from immediate reinforcement shows a child clearly whether or not his answer is correct and/or if his behavior is approved. He is not forced to rely on a smile or frown to tell him how his performance has been evaluated. Since he knows immediately whether or not he was right, there is less chance that undesirable behavior will be incidentally reinforced and more chance that desirable behavior will become habit.

Tangible rewards used throughout the year are chosen carefully. Food is used initially because it is a primary reinforcer which does not require conditioning for use. Also, since our children cannot count well enough in the beginning to keep track, we feel that the most appropriate tangible reinforcer is one that they can experience physically rather than count or compare.

Breakfast cereal has many advantages over other foods for this purpose. These include: healthful, available in a variety of shapes and flavors, quickly eaten, easily dispensed, not messy, inexpensive, non-filling, and valued by children of this age group over the long term.

As soon as the children are able to count, they are switched to token rewards. This is done gradually in the following manner: The first step is to give a slice of fruit for each set of five correct responses instead of the usual one piece of cereal for each correct response. (At this time, tangible reinforcement is confined to academic performance in order to increase the importance of academic involvement.) Behavior is reinforced on a social reinforcement schedule with random cereal reinforcement. In the beginning, behavior is reinforced with both cereal and praise. Non-desirable behavior is ignored unless it is so disrupting that the child needs to be isolated. Isolation varies from being placed behind a screen to merely standing aside from the group, e.g. standing a few feet away from the table where this behavior can be ignored until the child is ready to give it up and return to the group.

The primary emphasis is not on singling out the child behaving badly. It is on catching the others being good and rewarding them for their good behavior. A child who lines up poorly, for example, is likely to be ignored and, when all six of the children are lined up, the teacher will give cereal and praise to those who lined up well skipping the offender or, at most, mildly explaining why he isn't getting a reward like the others.

The number of correct responses is recorded and kept within view of the children by putting pegs for each correct response in a peg-board.

A broad rubberband is stretched around the board vertically to form a goal line. For example, if the children are expected to earn five pegs in the board for five correct responses, the rubberband is placed between the fifth and sixth holes and, even without counting, a child can easily tell when his pegs fill the holes up to the rubber-band. In practice, however, you can regularly see them counting the empty holes and calculating how far they are from reaching their goal.

As soon as they can easily count to ten, the children are required to produce ten correct responses in order to be rewarded--again by a slice of fruit.

By the end of this phase, the pairing of primary and secondary reinforcers is easily accomplished.

The fruit-reward phase is continued until the children learn to work for twenty correct responses in a twenty minute class period. With six children in a class, that amounts to about 120 correct responses from the group, an average of one correct response per minute per child for twenty minutes. Experience has shown that this can easily be done by the children and they love it.

When the children can work for twenty pegs and one piece of fruit per class period, the reinforcement takes another step toward being social rather than tangible. In this phase, approval is indicated by "happy faces" instead of food. A piece of paper with the child's name on it is passed from class to class with each child. If the child answers enough questions in the class to reach the rubberband, he receives a "happy face" for that class drawn on his "happy face sheet". (Please note: There are no "sad faces". <u>Reward is given for success, not punishment for failure</u>. With only five or six in the class, a very accurate progress accounting method,

and back-up help from the educational motivationist, the teacher knows exactly at what level each child can achieve success. Her requests for responses are geared to insure success if there is honest effort. Failure to earn a "happy face" is a consequence arising from inattention and/or lack of effort rather than inability to comprehend.)

A successful day results in four "happy faces" on the "happy face sheet". Sufficient time is set aside at the end of the day so that as the children leave to board the bus, each child can file past the educational motivationist and show her his "happy face sheet" and give his opinion as to how the day went. A gummed sticker is placed on the sheet if the child has four "happy faces" and he is given verbal praise and conversational attention.

The child in the line who didn't earn his four "happy faces" does not get a sticker and is asked sympathetically, but with as little conversational or socially rewarding attention as possible, what went wrong and what would have to be done tomorrow to earn the necessary number.

The bus driver watches that each child keeps his "happy face sheet" pinned on so that it gets home with the child. They serve as daily report cards.

The one paraprofessional that works full time spends the afternoons visiting the homes of the children, explaining to their mothers the progress the children have made. She also explains our "Catch the Child Being Good" philosophy of behavior management and attempts, in an unobtrusive way, to get the parents to try it also. She has been very successful at this.

Consequently, most of the mothers wait to see if their child

comes home with a sticker on his "happy face sheet" and then praises, and in other ways, rewards him for his efforts.

We feel that we have been quite successful during the past three years in getting the majority of parents to switch from scolding and spanking for work not done or faces not earned to praising for success.

Since success is available to the children in this program in large and regular doses and the rewards are not only immediate, but also are noticed and praised by a series of persons who are important to the children, this program appears to be highly successful in fostering desirable behavior patterns. A child learns what he lives and lives what he learns. It's that simple.

We have merely set up what we feel is an accelerated living-learning situation which makes possible more rapid formation of desirable habits.

The final step in the tangible reward program is geared to do two things: First, to teach the child to work for delayed gratifications; Second, to prepare him for more sophisticated contingency contracting in his coming years of schooling.

This is accomplished in steps using gumball machine type trinkets initially. The child continues to work for his four "happy faces". Now, however, when he shows them to the educational motivationist on his way out at the end of the day, he is permitted to pick a toy from the table if he has earned one. If not, he goes home without one. (There is purposely a sufficient duplication of toys so that it is extremely unlikely that the last child in the line will have to take a toy he doesn't really want after working hard to earn one.)

Next, slightly better dime store toys are used in the same manner

but the children have to work for two days in order to earn them. A chart is made with each child's name on it. It contains boxes in which to place gold stars--one for each successful day of work.

He then has to work for three days and three stars to earn a toy.

The final step is to work for up to six days and six stars for fairly nice toys (up to $.50 value). These toys are displayed on a table and each child is given time in the morning to choose the one he would like to work for. The number of stars needed for each toy is clearly shown and/or explained. He may pick a one star, five star, or six star toy. When he has selected it, his name is attached to it and his goal is marked clearly on the chart. The toys are to look at, but not touch, until earned.

Visitors are amused to see just how clearly even our slowest students can explain how many days they still have to work, where they "goofed" yesterday, what good intentions they have for tomorrow, and how spontaneously sorry they are that they didn't work harder today.

Research has been done indicating that many disadvantaged, if given the option, would rather be paid a smaller amount today for work done today than a larger amount tomorrow, merely for waiting. We are trying to break this pattern.

Interestingly, our children are not interested in the trinkets after they have worked for the larger, nicer toys. It is not clear to us what this means--perhaps that they already had all the trinkets they wanted--perhaps, that we did succeed in increasing their ability to delay gratification and work for a more worthwhile future reward.

The basic assumption of behavior modification is that behavior

can be taught. The method employed is flexible in that it allows for a broad spectrum in intensity of a child's needs and permits the expression of a broad range of abilities. The goal of this aspect of the program is open-ended in the sense that it attempts to teach behavior that is useful to the child in developing a capacity for constructive self-discipline.

Consistency in behavioral requirements and in enforcement of rules is a key factor in this method of teaching specific behaviors. Most teachers say that they are trying to teach their students to raise their hands to be called upon to answer a question. Sometimes, however, they accept answers from students who "call out" the answers and sometimes require that they raise their hands. Then they puzzle why the students tontinue to "call out". The fact that these teachers have not accepted is very simple: Behavior is only changed through systematic and consistent requirement that it be changed. People have difficulty accepting this fact because it is not to their liking.

There are many examples of consistency visible in the Preschool. One is that the children must put their toys away before they choose another or the toy will be put away for the remainder of the week. Another is that they put their toys away immediately after the whistle is blown signifying the end of playtime. The contingent result of not fulfilling this rule is the loss of playtime privileges later in the day. A third example can be cited, this time from the classroom setting. If a child does not pay attention and work hard in a particular class, he does not receive a "happy face" on his daily report card for that class that day. Never does a teacher give an unearned "happy face", even to a child who worked hard during

the last half of class but not the first.

A second important factor in teaching behaviors is the selective focusing of the teacher's attention. All children need love and attention and none should be denied them. In a behavior management program care is taken to see that this needed attention is given in response to desirable behavior, not to behavior which should not be encouraged. Often teachers do just the opposite although they wish for students to be diligent, they seldom praise them for it. Frequently, instead of catching children being good, teachers rely on reprimands and threats of punishment. The times a child should be ignored or removed from the center of attention are the very times he most often receives attention - for getting out of his seat, for getting into scuffles, for doing nothing at all, or for talking out, etc. Seldom does he get any attention for sitting quietly or for staying out of an argument. Those are the times that he should receive the love and attention which he needs.

Selective focusing of attention is one of the most used methods of maintaining classroom behavior at the Preschool. Questions are never asked of a disruptive child in order to get his attention. This encourages him to reason: "I feel left out, guess I'll attract the teacher's attention by swinging my legs under the table and 'accidently' kicking her".

A compliment directed at children who are working hard would be a first attempt to remind a disruptive child that his behavior was not acceptable. An attempt to stop the leg with her hand while continuing to talk to cooperative children might be tried next. If necessary, a direct reprimand might follow, but it would be direct and to the point, not softened to show that love was involved in the

attention. If the reprimand stopped the behavior, care would be taken to see that a gentle word might accompany the next question--love and attention at a time when the child rates approval.

One further word about how to use selective focusing of attention: Ignore irrelevant behavior. Many times teachers and parents create storms over idiosyncracies such as a child's wrinkling his forehead. If it bothers no one else and does not impair the child's functioning, ignore it. If the behavior does not gain the attention it is intended to invoke, it will disappear. Once one accepts this, he will find that there are far fewer behaviors to try to discipline out of the child's repetoire.

A third factor of importance to behavior management is that of making only rules that are enforceable. Children quickly learn to recognize an empty threat. "Don't hit Johnny" means little because when the parent is not there, he has no way of knowing whether Johnny has been hit or not. Teachers again find themselves violating this principle of behavior management. A child soon learns that when a teacher says, "If you don't start studying, you're going to fail fourth grade", what she really means is, "I'll keep threatening you if you don't start studying".

Great care is taken in the Preschool to create only rules which are enforceable. A teacher warns a child, "If you are not quiet, you will go to a corner." Here she has made an explicit statement about what she will do if the noise continues. That is important. Her next step must be to follow through and send him to the corner if necessary. This handling of the noisy child says to all children within earshot, "She means it when she says 'be quiet'." Similarly, the children know that they must not run with the blocks. They have

tested this rule and have learned that, indeed, he who breaks it is denied the right to play with the blocks for the remainder of the day. Once the rule was firmly tested, however, there have been very few incidents of children running with blocks. The children enjoy themselves in many ways at playtime and are no longer tempted to break this rule.

Consistency, selective attention, and enforceability of rules are general goals which must be worked toward in attempting to control behavior. Most people, however, have difficulty achieving goals unless they have good specific techniques with which to do so. A simple listing of some of the techniques used at the Preschool will suggest how the goals can be reached. See Appendix I.

STAFFING AND TRAINING PROCEDURES

The Preschool staff consists of one professional educator and five paraprofessionals.[1] The title of the professional educator is Educational Motivationist. We thought of using the more common title of Master Teacher and/or, perhaps, Program Coordinator. We decided that the position was both of these and more, and that the additional responsibilities making the position different could all be grouped under the classification of educational motivation, i.e. the position requires special training and competence in the use of specific motivational techniques not generally used by supervisors when working with children.

The five paraprofessional teachers are half-time employees, with one working an additional half-day as the home instruction teacher. These people are not certified teachers. They are simply women from the community who are interested in part-time employment and/or helping children.

Their salaries are on the 70% prorata basis, with the following prerequisites for employment:

1. Approval for use of such personnel is given by the responsible Bureau Supervisor prior to employment.
2. Individual holds an Assistant Monitor's Special Education License. Current standards stipulate that the assistant have three years of college training or three years experience with children in a structured group setting and be at least twenty years of age.

1 For a description of job responsibilities of each, see Appendix V.

Currently there is an ample supply of people meeting these criteria who are eager to participate in a program such as this. We have found through our experience, however, that another type of person might be preferable in our program. Working within the framework of this program under the close supervision of a mature, skilled Educational Motivationist, bright stable girls less than twenty years of age and/or without three years of experience could be trained to do as well. Their heightened idealism and youthful enthusiasm might prove to make them even more effective.

We would very much like to try a young, inexperienced person in the program next year as a first, tentative step toward a proposed revision of the job qualifications. If young untrained people can be effectively utilized in our program, our experiment could have implications for specialized educational programs. For example, paraprofessionals could readily be recruited from areas most in need of specialized programs--Indian reservations, Black ghettos and depressed rural areas--areas likely to have few educated or experienced personnel but many high potential girls or women willing to learn on the job and work for modest wages.

So far, a majority of the paraprofessional staff members have had some teaching experience. We have found, however, that prior experience is not an important factor in predicting excellence of teaching performance at the Preschool.

We are still in the process of selecting the most important characteristics for success as paraprofessionals. Thus far they seem to fall into four general categories.

A person being considered for a position as a paraprofessional

staff member should have a sincere interest in helping children, a level of interest that extends beyond that of a mere "do-gooder". He must have a willingness to become involved with children and to invest energy as well as time in the preschool. He must also have the ability to become highly motivated. As mentioned before, teacher enthusiasm and expectancy have a considerable impact on students and have a direct bearing upon the rate and extent of their academic progress. We look for paraprofessionals, therefore, who show promise of really catching fire once they see how effective they personally can be as teachers using the materials and techniques provided them and how much the total effort of the team does for children.

Secondly the candidate for a position must have a modicum of ability and/or intelligence. She must be able to follow written and verbal instructions closely. She must also be able to read, understand and internalize the considerable amount of in-service training material that has been prepared. With training, she should also be able to keep regular, simple but detailed and accurate records of individual child responses, behaviors and progress. She should be able to discuss and interpret their meanings to the Educational Motivationist and other staff members during the daily staff meetings. This may appear to be a lot to expect from a paraprofessional, but our experience suggests that most women of normal intelligence, having healthy, open personalities, fifth grade reading competence, and a sincere desire to participate actively and aggressively in the training program should be able to do all of this and more in just a few weeks time.

The third characteristic desirable in a candidate is a balance of personality which allows for both independence and cooperation.

When necessary, the paraprofessional should be secure in her ability to make decision on her own. The fourth characteristic is the candidate's willingness to integrate herself into a team effort. She must be willing to work closely with others. She must be of even temperament and not be given to cattiness or thoughtlessness. She must be willing to accept criticism and be able to experiment with different ways of doing things.

Since team work is the key to the success of the program, it is best that a paraprofessional team remain intact throughout a given academic year. A new staff member requires a great deal of personal instruction by the educational motivationist before she is ready to begin teaching. She must learn all of the usual in-service material, become thoroughly familiar with the instructional material covered before she joins the teaching staff and learn specifics about each child, his progress and foibles.[1] The team itself must adjust to the new personality and the changes it creates within the inter-personality balance. And, once the new teacher* has begun teaching, she continues to demand much of the educational motivationist's time and attention as she makes academic and behavioral decisions. She lacks the background of events and experiences from earlier in the year which would help her judgment in such matters.

In spite of these factors, however, it is sometimes necessary to

*NOTE: The term "teacher" will be used interchangeably with "paraprofessional in this paper.

[1]For an example of some of the material covered in the first week of training for paraprofessionals, see Appendix VI.

replace a teacher. We repla one teacher this year and discovered that replacement is far more a staff problem than an obstacle to the learning process. The children, by necessity, were instructed by four different persons in the language class. Yet, they made as much progress as was expected from past experience when taught by a single teacher.

In-service Training -- Ongoing

After the initial orientation program at the beginning of the year, the most important in-service training takes place daily immediately after the children are dismissed. This is a period of intensive work for which the teachers are paid. During the first part of the period the teachers complete their charts and records. The second part of the period is spent sharing experiences, drawing mutual conclusions, discovering which teaching strategies seemed to work best with which children and deciding which approaches and techniques should be used the following day.

The educational motivationist uses this period to guide, evaluate, instruct and motivate the teachers. The charts and recording system make it easy for her to know just what went on in each class. This, plus personal observation (she has been free to move from class to class to observe), gives her the information she needs to offer positive reinforcement to each teacher.

Our experience has been that paraprofessionals grow very rapidly under such a system and soon gain enough confidence in themselves and in the group to become very enthusiastic, open, and team-oriented teachers. Also, the academic growth of the children clearly recorded

on the charts and the measurable improvements in behavior seem to be the kinds of positive feedback and reinforcement needed to generate enthusiasm and realistic child progress expectancy in the teacher.

It is also our experience that the educational motivationist grows rapidly under such conditions. Having to prescribe specific procedures to meet specific behavioral objectives on a daily basis appears to be conducive to very rapid professional growth.

It would appear, therefore, that the educational motivationist-paraprofessional model fosters a situation where the "team" is more than the sum of its members.

Our materials and/or methods have been mentioned as being different -- more explicit, would be more accurate. The lesson plans are written with the realization that learning is composed not of one big mental jump but, instead, of many little ones. We have drawn up sets of very explicit lesson plans which break the concepts to be learned down into steps small enough that paraprofessionals can accurately follow them.

Since the paraprofessional is only working with five or six children at a time, she can quite accurately gauge individual progress and provide the most appropriate learning experiences in terms of the curriculum of each child, each day.

SUBJECT MATTER TAUGHT

We feel that the paraprofessional, precision teaching-behavioral management approach to teaching preschoolers will prove to be an extremely effective way of teaching nearly anything that is wished to be taught to young children.

We are aware that there are a number of other highly successful preschools operating across the country using somewhat similar and, even, highly different procedures and content matter. We are particularly impressed with the Bereiter-Englemann programs we have seen and with the Cognitive Program conducted by David Weikart and his staff in Ypsilanti, Michigan. Both are heavily oriented toward teaching the inner language necessary for concept formation and systematic thinking. The Bereiter-Englemann programs are much more structured and appear primarily to <u>teach the language necessary to gain the concepts</u> while the Cognitive Program <u>strives to provide the experiences that language can accompany to build the concepts</u>.

The goal of both, it appears to us, is to create an environment which induces the child to organize his language so that it becomes a conceptual tool.

In the Cognitive Program, language is not taught directly; it is used to label an active experience. It is believed that language cannot be depended upon to teach a concept. Time is spent, therefore, waiting for a child to have a personal experience that specific language can be associated with.

The Bereiter-Englemann program, on the other hand, appears to stress teaching the language necessary to gain the concept.

We try to do both of the above simultaneously, i.e. teach the

language to gain the concept and provide the experience with which to associate the language.

It appears that both of the above programs do too, and that the difference is primarily one of making opportunistic use of spontaneous or loosely planned individualistic experiences in the first and, forced, orderly, preplanned, concrete examples and/or experiences for the entire class in the second.

We suspect that the impact and/or potential for providing insight is lessened if the experience is not spontaneous or experienced during a relatively free exploratory playtime, etc. There is, therefore, something to be said for relatively unstructured exploratory play in a classroom <u>if</u> the teacher can be on the spot to help associate the word with the experience just as it happens and/or immediately reinforce responses which are leading to insight.

On the other hand, there is also something to be said for structured preplanning to provide a series of sequential experiences specifically planned to lead a child to a desired insight.

While we attempt to do both, our emphasis is on the latter for the following reasons:

1. The former is difficult to achieve consistently on a day-to-day basis even for master teachers--we couldn't expect paraprofessionals to do it. It is far easier to train paraprofessionals to be competent in a structured situation.
2. Language development is only one of our objectives. The structured situation seems better suited for achieving our other goals, e.g. delayed gratification, improved self-esteem, social conformity and academic achievement.
3. We think that pupil progress is directly related to teacher ex-

pectancy, i.e. pupils do better if a teacher sincerely expects them to. A paraprofessional more quickly and easily learns that she can teach and her children can learn if she is working in a situation where success is systematically praised and recorded and, where success far outweighs failure (consistent success and few failures do wonders for teachers too!).

4. It appears from review of the literature and from our experience at the Preschool, that intelligence can be increased by teaching a child the language with which to systematically sort evidence and arrive at conclusions. See Appendix II.

We have developed, therefore, a concise series of micro-step lesson plans and procedures that a paraprofessional can follow and which appear to give young children a coordinated and intensive opportunity to achieve proficiency in using language. Our experience thus far, using experimental, first attempt materials, suggests that it is possible to do this.

These teaching plans are prepared for all of the daily twenty minute classes, e.g. music-motor, numbers, reading, independent study--not just language.[1] The central goal in each, however, is to teach the language with which to think systematically. We are indebted to Carl Bereiter and Siegfried Englemann[2] for reviewing the literature and pointing out what language a person needs to internalize to be able to think logically in abstraction.

While there is much that is original in these micro-step lesson plans, extensive use has also been made of existing materials. We

[1]For sample procedures and lesson plans for these classes, See Appendix III.

have drawn heavily from many sources and use commercial materials such as available in the Peabody Language Kit. Our innovation and additional success appears to center in the way we have combined precision teaching and behavior modification techniques so that paraprofessionals working with small groups can succeed where teachers obliged to work with larger groups often fail. The program appears to us to have general implications for early education but particularly for disadvantaged areas where teachers are difficult to keep and aides from within the cultural group readily available.

The following are brief scope and sequence descriptions of our five classes and the Home Visitation Program.

LANGUAGE

The language class is designed to provide opportunities for students to develop basic language skills. The most basic of sentence structures are developed and elaborated upon in this class. There are eleven different aspects of this program.

Introductions are the first task of the children. It makes them feel important, teaches them the other students' names and provides conversation skills that they will have opportunities to use in the company of adults.

In simple object identification, students, instead of identifying an object by using one word or by pointing, are taught to put the identification in the form of a simple sentence: "This is a_____."

The use of adjectives follows naturally from the identification of an object. They learn to use different kinds and numbers of adjectives by telling about an attribute of something they have identified by using a simple formula: "This (object) is (adjective)."

After students learn the names of various pieces of clothing and body parts, they learn to use "'s" to indicate possession. Further use can be made of clothing to emphasize sex differentiation, which is valuable as an element of socialization. Body parts can be used further to make children aware of part-whole relationships: "This part of me is my _____."

In addition, there are exercises for the use of "and", for the discrimination of different sounds and for the use of prepositions of position. Categorizing objects is taught after the children learn a certain number of nouns. They learn to group objects into categories by applying a rule which determines whether or not the object belongs to that category.

READING READINESS

The children are prepared for reading in two ways. One is reading to them so that they can get pleasure from it and, hopefully see that is is fun to read. The stories are usually presented after the children have completed another task so that storytime assumes the quality of a reward for their work.

A second aspect of preparing children to read is the development of skills which are important for reading. Through dramatic play activities in which children pretend to be or to do something, their imaginations are developed. With much story-listening and looking at pictures which depict a sequence of actions, children get a sense of first and last actions in a series of actions. They are taught to recognize colors. They are taught simple tasks related to academic procedures, like learning to circle objects to indicate their choice.

They learn to recognize similarities and differences in things.

In developing skills more closely associated with the mechanics of reading, children learn that words have symbols. They learn to arrange these symbols in different orders, becoming aware of the left-right progression used in reading. They learn to visually discriminate between letters (e.g., p,q, b,d) and learn six consonants and two vowels, with which they build and read simple words.

At this stage, the goal of the program is not to teach students to read. It is to enable them to develop methods of attack at learning new letters and how to use them.

NUMBERS

Great emphasis is placed upon rote counting skills early in the year because they are necessary for the acquisition of the more abstract numerical concept formations that follow.

There is no goal set to describe how high the students should be able to count. The chief objective is for them to learn the enumeration process (number recited in order), to learn to recognize the symbols for numbers, to read completed addition problems (e.g., 2+1=3) and later to illustrate them by counting on their fingers.

INDEPENDENCE TRAINING

This class is designed to allow children time to work on tasks independently. The lessons are designed to reinforce concepts and skills acquired in other classes.

A task is presented by the teacher. After the students complete it, he is given a piece of paper with pictures of available materials and he chooses one by drawing a circle around it. This is a "contract"

to complete a task. If he completes it he may contract to do something else. The use of contracts exposes the child to the decision-making process and encourages persistent effort.

MUSIC-MOTOR CLASS

The music-motor activities provide situations and experiences in group activities, resulting in a great deal of social development. This is especially important for culturally-deprived preschoolers who are still at the parallel play stage.

The class provides opportunities to use language that he has learned in his other classes--counting, prepositions of position, colors and others. Singing and imaginative play especially promote the vivid use of language. It provides an opportunity as well for the child to learn to follow very simple instructions. It develops motor skills and sensory skills. Many games, for example, are dependent upon the child's ability to listen carefully and react quickly to what they hear.

HOME INSTRUCTION PROGRAM

In addition to teaching, one paraprofessional is employed afternoons to make home visits. We have found this aspect of our program to be very well-received by parents. Our success suggests that this is an area in which a paraprofessional can succeed where a "professional" might encounter resistance.

We would guess that this will prove even more true when working with ethnic groups or the parents of children from core areas, etc.

The paraprofessional attempts to do the following during her visit:

1. Explain our "Catch the Child Being Good" approach to behavior management and encourage parents to try it.
2. Demonstrate through teaching what the child has learned and/or is being taught at school.
3. Encourage the parents to do follow-up teaching using similar methods.
4. Listen to family problems related to the child's behavior and offer specific, positive suggestions in terms of management techniques.
5. Discuss school progress and problems in terms of the above and enlist parental help primarily through positive reinforcement of appropriate responses and behaviors.

The paraprofessional is closely supervised and coached by the Educational Motivationist in terms of these visits. Her recommendations, etc. to the parents are based upon the collective decisions of the staff and obtained during the daily in-service meetings.

We suspect that many readers will be surprised and/or skeptical about the capabilities of paraprofessionals to make the observations and judgments necessary to fill out the forms to be found in the Appendix. We were too. Our experience suggests, however, that the program described in this paper makes it possible for them to do so with relative ease and considerable success.

For the general format and lesson plans, see Appendix IV.

RESULTS

It is difficult for us to discuss the program in terms of its success as it appears to have exceeded our expectations on all counts. Hopefully, others will try it and their results will equal ours. We would like very much for this to happen and the decision as to the degree of success be withheld until then.

With the above in mind, our findings and/or reactions are as follows:

1. The average gain in I.Q. was 24 points

   The highest gain in I.Q. was 38 points

   The lowest gain in I.Q. was 14 points

While this may seem to some to be dramatic, other programs have achieved similar success and there are reports coming from all quarters suggesting that early childhood training in language results in significantly elevated I.Q.'s.

We are not sure what these gains mean and are really more interested now in academic progress.

We suspect that they mean that we have taught the skills that the test-makers feel reflect a preschooler's level of intelligence. One look at our lesson plans and daily records will convince anyone that

we did not teach to the test and/or the test questions.

On the other hand, an examination of the tests--the Stanford Binet Intelligence Scale in particular--will reveal that the tasks used to measure intelligence at the preschool level are precisely the ones we stress. That is, we teach children to make comparisons, discriminations, follow directions, make pictorial identifications, recognize objects from pictures, put puzzles together, find missing parts, verbalize, catagorize, manipulate numbers and, these are precisely the tasks included in the test for children of this age.

Since some of the tasks presented at older levels are different and all of them are more difficult, it seems likely to us that children having only one or two years of preschool might "grow out" of their gains by the time they reached third grade if no more special help is given.

This is only a speculation. (Our gains have held up so far but none of our children have reached third grade yet.) If true, however, perhaps it suggests that a permanent improvement in intellectual functioning could ultimately be achieved from a program such as this if carried on long enough. How long? The writers are not prepared to say---very probably by age 16, hopefully by age 8. They suspect that a modified extension of this program through grade three might prove highly effective in preparing many children for successful participation in regular classrooms.

If the writers are correct, aside from being in the best interest of children, the long term reduction in number of students having to attend special classes should be well-received by the taxpayer.

The literature reports that many disadvantaged children do poorly on intelligence tests until they have had some sort of school exper-

ience. For this reason we test three times---once during the summer for enrollment purposes, once in October after the children have become accustomed to school and, again, late in May. Our I.Q.comparisons are based upon the October and May test results to avoid including the "spurt" resulting from any initial school experience.

2. Using the Illinois Test of Psycholinguistic Abilities, a 17 month average gain in language was recorded.

Highest gain was 37 months

Lowest gain was 11 months

Time interval between tests was 7½ months

Again, examination of the lesson plans and records will reveal that while we did not teach to the test, the abilities measured by the test are the ones we attempted to teach most intensively. We are hesitant, therefore, to interpret the test results other than to say that it appears that we were quite successful in teaching the kinds of things measured by the test.

3. Our behavior management system clearly made it possible to achieve the degree of order we felt necessary for paraprofessionals to be given a free hand to teach.

Whether this was repressive or in some other way detrimental to child growth and development is difficult to say. We doubt it very much, for the following reasons:

a. The parents uniformly reported improvements in behavior and enthusiasm.

b. Children repressed in the classroom frequently behave in exagerated ways outside of the classroom. We observed none of this. To the contrary, the children were observed by the parents, bus drivers and others as being happier and less aggressive.

c. Careful watch was kept during the free play periods and abvious growth in creative use of materials, sharing responses, etc. were observed.

d. Numerous visitors including supervisory personnel from the Division of Handicapped Children, Wisconsin Department of Public Instruction observed significant improvements in the behaviors of the children including more confidence and spontaneous creativity.

4. Empirical evidence suggests that we made positive gains in improving self-concepts and that our efforts above and beyond those of other nursery schools to increase the opportunities for success and decrease the opportunities for failure were, indeed, worthwhile.

If someone can suggest a valid instrument and/or method to prove or disprove the above, we will utilize them in carefully controlled research next year.

5. Newsweek, November 16, 1970, reporting the spectacular and now validated success of "Sesame Street" says: "....underlying the new "Sesame Street" was its creator's conviction that the only thing they did wrong the first time around was to underestimate the intelligence of their viewers and the potential impact of their efforts".

"No one counted beyond ten on "Sesame Street" last season, but Children's Television Workshop, the show's producers, have now decided that its preschool viewing audience of 7 million can cope with numbers up to twenty."

We successfully teach our children to not only count but, make simple additions and subtractions all the way up to 100.

Most of them can read simple sentences.

6. They learned to work for increasingly more distant rewards growing from near 0 ability to delay gratification to being able to work and wait for a full week. The issue is clouded here, however, since we gave social praise and cereal reinforcement on a continuing daily basis and cannot state for certain whether or not they would have worked so well for toys alone. This would be something to explore.

We are satisfied at this point, however, that the combination of rewards greatly increased their attention spans and provided our paraprofessionals excellent opportunities to teach.

A thirty minute sound-color film entitled, Walworth County Pre-School-An effective use of Paraprofessionals, Precision-Teaching and Behavior Modification Techniques has been produced as a supplement to this paper.

Copies of it are available on a loan basis from the following sources:

Division of Handicapped Children.
Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53106

University of Wisconsin
Bureau of Audio-Visual Instruction
P.O. Box 2093
1312 W. Johnson Street
Madison, Wisconsin 53701

APPENDIX I

Some techniques used at the Preschool for controlling behavior:

1. Praise--to a child who is working hard, for encouragement to him.
2. Praise--to a child who is working hard, to remind others that they should be paying more attention.
3. Praise--for a child's approach, if the approach is right but the answer is not.
4. Ignoring irrelevancies--and this includes not letting the child see you watching him.
5. Folding a child's hands or having him do so---to slow down an excited or hyperactive child so that he can think.
6. Placing teacher's hands over busy student hands--to slow the child down. This can be done while talking to other children, thereby, minimizing attention for deviance.
7. Open hand placed in front of talkative mouth--while continuing to talk to other children, to eliminate distracting behavior without giving much attention for it.
8. Sharp verbal reprimand--if silent reprimands do not work.
9. Cornering a child--generally following a verbal reprimand which includes notice that this will be the consequence for failing to comply. This removes the child from the situation, allowing other children and teachers to continue whatever they are doing without being forced to give attention for undesirable behavior.
10. Screening a child--the ultimate consequence, generally follows unsuccessful cornering; removes child even more certainly from the center of attraction for undesirable behavior.

11. Keeping class pace up to make it easier for children to hold their attention. Every class period that the child succeeds in paying attention strengthens his ability and/or desire to do so again. It soon becomes easy and fun even if the work gets harder.
12. Setting the child up for correct answers--makes the child feel good about his performance in class as well as being appropriate teaching method for micro-teaching.
13. Challenging the children to watch and be sure the teacher doesn't make mistakes--encourages them to keep on their toes.
14. Avoid ambiguous acceptance/rejection of their answers--be sure the child knows whether he was right or wrong so he can either repeat his approach or look for a new one.
15. Don't threaten--if there is a chance that the child really does not realize the consequence to befall him if he persists, explain it to him in as matter-of-fact way as possible--giving him only as much personal attention as is necessary. It is far better to permit a safe, carefully considered consequence to befall a child than attempt to defend him from it through threats. The less the teacher can be associated with the consequence, the better. Her role is to be the warm, enthusiastic friend of every child trying hard and the casually sympathetic observer of those who are not.

APPENDIX II

It appears from review of the literature and from our experience at the Preschool, that intelligence can be increased by teaching a child the language with which to systematically sort evidence and arrive at conclusions.

We would highly recommend Chapter 2 in Teaching Disadvantaged Children in the Preschool by Bereiter and Englemann[1] and the writings in the bibliography following this chapter as first reading to anyone not presently familiar with the literature concerning the above.

Briefly, here is our rationale for placing heavy emphasis upon teaching specific language patterns to disadvantaged preschoolers:

1. While research has shown disadvantaged children of preschool age average three to nine months overall retardation, they consistently average a year or more retardation in language development and reasoning ability!

It appears that the primary reason for this has to do with a lack of opportunity to learn the inner language necessary to formulate questions and systematically answer them.

2. Studies of deaf children confirm the importance of language in the development of intelligence:

> "Blind children on the average, show little or no intellectual and academic deficiency, whereas deaf children are typically about ten points below normal in I.Q. and show gross inadequacies in academic achievement. Deaf children are from two to five years retarded in achievement throughout the school years, and even with a longer period of schooling than is given to normal children, they do not, on the average, progress beyond the seventh grade level. These results correspond quite closely with those found for more severely culturally deprived children. The parallels do not end at this point. When one looks at their profiles of aptitude and achievement scores--at the kinds of performance on which they are strongest and weakest--remarkably similar patterns emerge for the deaf and for the culturally deprived.

---

1. Teaching Disadvantaged Children in the Preschool. Carl Bereiter, Siegfried Englemann Prentice-Hall, Inc., Englewood Cliffs, New Jersey.

A comparison of blind and deaf children thus reveals that children can be quite markedly deprived of concrete sensory experience and yet develop normal intellects and function well academically, whereas if they are deprived of language experience, they are seriously handicapped in these areas even though they have full access to concrete experience.

It may seem farfetched to compare the deaf child, who often has no language at all, with the disadvantaged child, who usually does have a language, even though an immature and nonstandard one. To understand how the two can turn out to be academically handicapped in about the same degree, it is necessary to consider in more detail the role of language in intellectual development.

For purposes of getting along socially and of self-expression, language is a convenience but not a necessity for the young child. It is quite possible to make one's wants know, to enter actively into play and other social relationships, and to give vent to one's feelings without language.....

Language becomes a virtual necessity, however, when one moves from social uses of language to the transmission of knowledge from one person to another and to the performance of certain operations with concepts. From what is known about verbal communication in lower-class homes, it would appear that the cognitive uses of language are severely restricted, especially in communication between adults and children. Language is primarily used to control behavior, to express sentiments and emotions, to permit the vicarious sharing of experiences, and to keep the social machinery of the home running smoothly. These are important uses of language. Many lower-class people are more skillful in them than better-educated, middle-class people, but what is lacking by comparison is the use of language to explain, to describe, to instruct, to inquire, to hypothesize, to analyze, to compare, to deduce, and to test. And these are the uses that are necessary for academic success."[2]

---

2. ibid

APPENDIX III

LANGUAGE

Examples of Subject Matter Taught

The language class is designed exclusively to provide opportunities for the students to develop basic language skills. The most basic of sentence structures are developed and elaborated upon in this class.

Introductions. The first task which the children begin to work on is being able to introduce themselves to others. This is selected because it makes the children feel important, teaches the students each other's names, provides conversation skills that children will have opportunities to use in the company of adults. It is also appropriate because everyone is more highly motivated to talk about himself than he is about other topics.

At the beginning of the year, the students' repetition skills are very poorly developed and they have little concept of the question/answer phenomenon. Consequently, students are felt to be doing very well if they can initially respond to a question with a one word answer--their name. Repetition skills are introduced so that they can say, "My name is _____." After conquering the repetition, students are asked to say the sentence without help.

The question/answer process is developed slowly. The students are first asked, "Your name is what?" When they are able to change the possessive and supply their names, they are asked, "What is your name?" This requires that the student produce the correctly constructed complete sentence more independently.

Once the students have mastered the process of telling their names in complete sentences, they learn to exchange pleasantries--answering and asking, "How are you?" Finally, they learn to tell

their ages. This series of questions and answers can provide an easy and secure method of beginning many classes throughout the year.

Simple Object Identification. Most of our students when asked what an object is will simply answer with one word. When asked to find a particular object, they can only point. In the language class, they learn to use the statement, "This is a _____" in either of the above situations.

This skill is built through a series of tasks: one word identifications to be sure that the students were familiar with the objects being used; repetition of statement, "This is a _____"; response to questions, "This is a what?", "What is this?", and "Find the _____." Once the students can answer the last two questions easily, the sentence can be used to introduce them to any and all new objects to be used.

The next major step is the introduction of the negative statement, "This is not a _____". Again this is done through laborious presentations of many micro-steps, beginning with the simple demonstration of the concept and ending with the students' ability, when asked an identity question, to produce a correctly constructed negative answer.

When totally secure with singular identification tasks, plural identification tasks are introduced. Only the positive plural statement is handled first, "These are _____s." When they are able to handle this answer and have integrated it into tasks using singular identifications, the negative plural is introduced. Again, this is used in isolation, then with positive plural tasks to require an evaluation, and finally integrated with both types of singular tasks. Once the students begin to work with all four forms, the process of answering becomes complicated because the children must listen very carefully to be sure that they answer the question asked, not the one

they expect.

The Use of Adjectives. Our children are lacking both the vocabulary to designate differences between objects described by the use of adjectives and the language construction to use an adjective vocabulary meaningfully.

The sentence construction which our students use is similar to the one they use in their reading class to designate color--"This (object) is (adjective)." The purpose of the construction is also the same. The students will not be so easily confused by such thoughts as, "I thought it was a 'cow'; now she says it's a 'big'." There is a greater probability that they will understand that they are now talking about a characteristic of the object. This is further insured by having the children make simple identifications of the objects being described and then having them "tell about" the object.

The adjectives covered include big, cold, loud, soft, tall, dark, long and their opposites. As in all other skills which the students develop, the use of adjectives is thoroughly covered with a single example before others are introduced. This provides the simplest presentations possible and opportunities for the students to use their knowledge of the process and generalize to the other adjectives. Here as in most of the other generalizing situations which the children encounter, they receive much praise for "thinking" and "figuring it out by themselves".

The process by which the students learn their first adjectives (and subsequent ones) should by now sound familiar to the reader. The students learn the sentence construction through repetition. They give positive answers to questions about the objects. They learn the negative construction and then integrate both positive and negative answers

requiring not just "parrot answers", but also evaluations.

The negative construction which we use does not incorporate the adjective's opposite (big--little). Rather, it requires the use of the word "not" with the original adjective (big--not big).

After the first adjective is mastered, the others are introduced one-by-one. Presentations are shortened and made less complex as the students become more proficient at the handling of adjectives.

Where appropriate, the use of adjectives in sentences dealing with plural objects is presented.

The final stage of this task involves the introduction of the opposites of the adjectives mastered. Again, these are presented simply and one at a time. They simply learn "another way of saying (not big)". When they can describe an object two ways, using the negative of the first adjective and its opposite, they learn to equate the negative of the opposite with the first adjective. Surprisingly, the children consider this task a lot of fun.

The Use of Multiple Adjectives. With the introduction of more and more objects into the students' awareness, it is possible for them to pick up a great many new adjectives to describe an object's shape and feel. The students are asked to tell two or three different things about an object. With a little practice, they are soon able to do so, giving each characteristic in a separate sentence. This demands of the students an awareness of the multiplicity of characteristics which objects have. For most, this is a new or expanded awareness.

It is clumsy to have to use separate sentences for each thing one wants to say about an object. Consequently, the students learn to tell two characteristics in a single sentence by simply connecting

them with "and". They are then encouraged to string together as many characteristics as they can to describe an object, connecting each of them with "and".

The students learn to use negative forms of adjectives in sentences with more than one adjective--"This line is long and not fat."

The students learn that adjectives are interchangeable in position. Unlike most words which have specific locations in sentences, adjectives can move around--"fat and tall" might instead be "tall and fat". This distinction is important because if a child habitually uses an adjective in but one position, he may begin to think that it must always be in that position and become confused when it appears elsewhere. We want our students to recognize that words are manipulatable units.

Adjectives on a Continuum. Some adjectives are absolute--something is red or not, square or not. Others are true in degrees--something can be big, bigger than other things, or the biggest. Our children learn to handle this continuum of adjective forms in dealing with big, little, fat, tall and long. This is done through very careful and precise presentation of the first adjective and probably the second. Beyond that, greater reliance is made upon the students' ability to generalize from earlier examples.

Sex Differentiation and Possessives. The students use simple identification statements to familiarize themselves wth the names of various pieces of clothing and body parts. When this has been done, they learn to use "'s" to indicate possession. They enjoy this--talking about themselves and their possessions and theuse of negatives can be quite a game. The possession of single objectsis learned first and then plural.

Further use can be made of clothing to emphasize ex differen-

tiation ("No, boys do not wear dresses"). Sex differentiation is valuable as an element of socialization and as an aid to the development of correct possessive pronouns.

After learning the apostrophe S possessive form, the students learn to use the my/your combination ("Is this your hat?" "No, this is my shirt.") Questions of this type are integrated with those requiring "'s" answers. His and her are introduced and integrated with earlier possessive forms. Plural objects of "his" and "her" possessives are the last new element added to the study of possessives.

Plural possessives--our, your, their and theirs are not formally introduced in this first year language cirriculum.

Parts of a Whole. It is considered desirable to make the children aware of part-whole relationships. This is done partly through the study of body parts. Body parts are learned and used with tasks using possessives. During these exercises, however, they are considered to be entire entities. Another series of exercises can clarify that a body part does not constitute a person.

The new exercises are based upon a new pattern "This part of Joe (me) is his (my) _____." The two obvious questions for obtaining this response are, "This part of Joe (you) is his (your) what?" and "What part of Joe (you) is this?"

(Though not for the purpose of clarifying the part--whole relationship, these questions can be integrated with the others emphasizing possessive forms. When this is done, it provides another listening skill exercise, using possessives.)

Other part--whole relationships can be demonstrated using objects and pictures. Legs, handles and wheels are parts that are easily learned. The students learn to locate specific parts (ex: legs) of

various objects. Once they have become aware of those parts, they can use this knowledge in several different tasks. They can look at three pictures and see that two of the pictures have wheels and one does not. They can also "think of something that has a handle." (Again, they are given opportunities to use what they are learning in several ways, providing opportunities to do original thinking and be commended for it.)

Grammatical Use of 'And'. The students have used 'and' to connect adjectives. It is easy for them to transfer this use of 'and' to the task of identifying two objects in a single sentence--"This is a cow and a horse."

They also learn that in listing objects, the 'and' is used only with the last object"...a cow, a horse, a dog and a pig." This is most easily taught by switching from two objects to many objects. Slowly reduce the number of objects to three.

This task is fairly easy and the children love it and the clamor for "more pictures" (to identify). It is also easily combined into other tasks to present students with two thinking processes at once.

Auditory Discrimination. In each class throughout the year, the children are exposed to reviews and new tasks designed to improve their listening skills. Often these tasks are prepared with a game-like quality. And so it is with the auditory discrimination tasks in the language class.

These tasks sometime allow the child to hide behind a screen so that he cannot see or to be blindfolded. At other times, records of familiar sounds are played. The children take turns identifying the sounds and sometimes help to produce them for other children to hear.

Prepositions of Position. One who has not worked with language-deficient children would be surprised how little these students know about words such as: in, on, behind, in front of, under, over and next to (beside). Our children work extensively with these words until they are able to describe objects' positional relationship, the relationship shown in pictures and to follow directions about placing objects in a specific relationship.

Categorizing Objects. Our students lack the experience of using a general category name to describe specific objects. For example, none of our children has been able to use the word "animal" to describe a collection of them. They know only specific names. So, beginning with the category of animals, we begin to build this new way of looking at the world. They learn that all animals eat and see how it applies to all of the animals they know. Then we make a rule, "If it eats, then it is a* animal." The teacher then asks the students to evaluate lots of things to determine if they are animals. If one of them is, they respond positively and when she asks how they know, they respond by quoting the rule or telling her (in a tone of voice which says they thing she ought to know), "Because it eats!" If not an animal, they can also assure her of this fact, "Because it doesn't eat."

Similar procedures are used to present four other concepts, each with its own rule. As the students master each concot, they master new tasks using their understanding of categories. They can pick out the object or picture that is in a different category from the majority of those on view. They can do this also when the teacher simply names

*We do not try to teach the correct use of "an". To simplify matters, 'a' is used consistently.

three objects--two from one category and one from another. They can view a collection of pictures and objects and count only those from a single category--requiring them to concentrate on sorting and counting correctly at the same time. They can sort objects of a single category (from a variety of objects) and list them correctly, using 'and' only before the last object--again, using two thinking processes at once.

Somehow, the students are able to internalize the idea of categories quite adequately. They can, after using rules on the first five categories, accept categories which haven't rules--they can name buildings or tell you which of three words doesn't belong with two which are buildings, etc. At least five categories have been understood without rules.

The following are samples of the lesson plans prepared for use by paraprofessionals in an effort to accomplish the above.

I-1

Prepositions of Position

Objective: To become initially aware of words that tell "where".

Materials: Book on Jumping, rubber circle or square available from Music-Motor class (used for walking on).

Procedure: Read book to class. Ask students throughout reading, "Where did he jump now?" etc.

After reading book, let students jump. They can jump way up and way down (crouching). They can jump on the square, off the square, beside one another, in front of one another and behind one another.

This should be both fun and give you an idea as to which children understand "up", "down", "off", "beside", "in front of" and "behind"

Record: Which ones does each child know.

Special problems that occurred.

Comments:

I-4

Prepositions of Position

Objective: Reinforce concept of "in front of", "behind", "in", and "on".

Materials: Rubber circle from Music-Motor class, flat wood box from supply room.

Procedure: Ask one student to stand in front of you as you stand in the middle of the room. Tell him to stay there while you move. Give students instructions to follow, i.e. "Jim, see how nicely Bob is standing over there? You stand behind him. Good! Now stand in front of him. Now stand in the box. Mary, where is Jim standing? Right! And you said the whole sentence, Mary! Jim is standing in the box. Very Good! How nice the rest of you are sitting waiting your turn! Now Jim, stand on the circle. Very good! Now listen carefully everyone! I'm going to tell each of you to do something and then see if you can tell me what you are doing. Tom, stand in front of Mary. Jean, stand behind Bob. Grace, stand in the box. Good! Now---Grace, tell me where you are. That's right and you said the whole sentence, didn't you? Good! Grace said she is in the box. Tom, where are you? Oh! Oh! Class. Tom says he is behind Mary! Is he? No--listen, Tom. Who can say where Tom is? Jim? Jim says that Tom is in front of Mary. Is that right class? Yes! Tom is in front of Mary."

Have each child tell where he is--praising him when right--correcting him as above if wrong.

Have them change positions. Ask them to tell where they are and where the others are. Require complete sentences. Keep the pace up so they all have frequent turns to move and talk--bounce around with your questions so that nobody knows when they will be called upon next so they all must pay attention.

If someone doesn't understand where he is, explain by physical demonstration. (Move him in front, behind, etc.--Show him rather than tell him.)

Record: Each child's knowledge of each of the words.
Special problems.

Comments:

I-8

Prepositions of Position

Objectives: 1. To give further practice using "in front of", "behind", "in", "on", "under", "over" and "beside'. 2. To reinforce the idea that if you learn to behave you can be given more freedom and have more fun in school.

Procedure: Similar to that used in I-4 only use chairs, tables, etc. for added variety. Have them do funny things without getting "silly" or out of control. Examples: put hand under table, head over box, face on table, etc. Be sure they tell you in a complete sentence where they are and/or what they are doing. Let them think up their own.

Keep pace moving. If someone gets "overly silly", use the opportunity to level a consequence and to "catch the others being good". The lesson lends itself to teaching good behavior in a controlled and meaningful manner with the least chance that the consequence will be inadvertently associated with school work instead of personal conduct as intended. It is surprising how easily young children learn to discipline themselves if they aren't all choked upwith anger and/or confused by too many things happening at the same ime the consequence of their behavior occurs.

After you have warmed up using the suggestion above and just after the children have started to think up their own things, comment that

playing this kind of game often tempts children to act "too silly or noisy". Ask what the class thinks will happen to someone who gets "too silly". "That's right! He will have to stand over there and watch the other children earn their "happy faces" and it will be rather sad for him, won't it?"

Perhaps the class has already learned to accept the responsibility that accompanies freedom. If so, they will have a wonderful time drilling on the words. More probably, someone will get silly enough that a quiet, simple comment like, "Carl, you're getting too silly. Please be careful", won't deter him.

With as little attention as possible say something like, "Oh, that's too bad, Carl. You're having a hard time behaving and not being silly, aren't you? Stand over there, please. Peter, you are getting a bit silly, too--careful! The rest of you are trying so hard! Very good! Nancy, try the next one." Ignore Carl.

If he persists put him behind the screen explaining that he may return to the group when he feels he can behave.

Ignore his behavior behind the screen. Let the consequence of losing his praise/reward be realized with as little further attention as possible.

Record: Which words, if any, individuals or the class have difficulty demonstrating and expressing during the free choice game period.

Special problems--particularly if someone had to be isolated from the group. Express your opinions. Make observations.

J-5

Concepts--Review

Objective: To strengthen the concept of categories.

Review animal, vehicles and food categories.

Materials: Same ones used for J-1 -- J-4.

Procedure: Review the rules:

If it eats, then it's an animal.

If it takes you somewhere, then it's a vehicle.

If you eat it, then it's food.

Having them use these rules can be accomplished in several ways:

1. Identifying a specific object and then answering your question about category ("A cow is a what?")

2. Locating an object from a group on the table according to the category which you mention, e.g. "Animals. Can you find an animal, Gary? Look, class, Gary is holding up a cow. How do you know that a cow is an animal, Gary? Can you say the rule? That's right! If it eats, then it is an animal. Do cows eat, class? Yes! Cows eat, so cows are animals."

"Mary, can you find a vehicle? Mary is holding up a what, class? Mary is holding up a carrot. Can you tell us how you know that a carrot is a vehicle, Mary? Say the rule, Mary. If it takes you somewhere, then it's a vehicle. That's the right rule for a vehicle, Mary, but think hard about it. Does a carrot take you somewhere? No, you eat a carrot. If you eat it, then it's what, Mary? If you eat it, then it's food. Right! Did you pick up a vehicle? No, you didn't do as I asked. What's the rule for a vehicle? That's right--if it takes you somewhere, then it's a vehicle. Try again, Mary. Watch, Tom, (Tom's attention was beginning to wander) see if Mary can find a vehicle and tell us why it's a vehicle. Clark, you are listening so nicely! (Don't give Tom the attention for not paying attention--simply bring his attention back so that he sees the attention going to Clark

for listening.) Can you tell us what Mary is holding up? Right! This is a car. Mary, tell us why a car is a vehicle. Very good! Let's all say the rule together."

3. Hold up an object and ask, "Is this a (category)?", sometimes allowing for a positive and sometimes negative answer. Always ask them how they know--make them prove that they are thinking and not guessing by saying the rule.

Record: Ability to state each rule.
Ability to apply each rule.
Special problems.

Comments:

Categories

Objective: To increase skill in rapid grouping by category.

Materials: Pictures from category file.

Procedure: Place three cards on the table--two from the same category, one different. (For example, two animals and one food.)

Ask students to choose the one which "doesn't belong" and tell you why (because it doesn't eat).

When they can correctly pick the "one that doesn't belong" out of three pictures and tell you why, add a fourth picture. Then add a fifth and sixth--still having only one that "doesn't belong".

Next, use two pictures that "don't belong" and go through the same procedure.

Record: Success with three pictures.
Problem rules for specific children
Success with more than three pictures.

Success choosing two that don't belong.

Comments:

J-13

Categories--Tools

Objective: To recognize the category of tools.

Materials: Toy tools and pictures of tools from Peabody Language Kit and Part-Whole Relationship Book.

Procedure: Show the various objects and see if anyone can tell what they are. Show them what you do with each of them. Tell them, "These are tools."

Show them how each is used to work.

Have them show how they can work using the tools.

Teach the rule: "If you work with it, then it is a tool. (Use the same method explained in J-1 and J-2.)

Record: Individual understanding of tools.

Special problems.

Comments:

J-15

Categories

Objective: To be able to count, place objects in categories, and recognize color, at the same time.

Materials: Panels of construction paper with pictures illustrating the following categories: furniture, buildings, food, animals, clothing, tools and weapons.

Procedure: The panels are marked "Easy", and "Hard".

The "easy" panel has only 2 categories pictured--one which has

a rule and one which hasn't. The "hard" has 3 categories, two which have rules.

The categories without rules will be the most troublesome.

These can be presented in four different and progressively more difficult ways.

1. Present a single panel and require the students to count the objects belonging to a particular category. If it is a category with a rule, ask for the rule when he has finished.

2. Place the panels on the bulletin board or other place where they all can be easily seen and reached.

"Count the furniture on the blue paper."

Do not use the colors yellow or red since each has two panels.

3. Place the red panels side-by-side.

Do the same with the yellow panels.

"Count the animals on the red papers."

"Count the tools on the red papers."

"Count the buildings on the yellow paper, etc."

4. Separate the panels, e.g. red panel, blue panel, yellow panel, red panel, etc.

Count the tools on the red papers.

Count the tools on all the papers.

<u>Record</u>: Locates panel by color.

Correctly counts to ?

Correctly identifies categories.

Able to "skip" a panel and work by color, number and category.

<u>Comments</u>:

Categories

Objective: To demonstrate mastered ability to group by category and position.

Materials: Preposition-Category Lotto

Procedure: By now the students should know how to play lotto from previous, numerous experiences.

Tell them that this is a very hard game and that they will have to look closely at the pictures.

Tell them that they will have to look closely at the pictures to see if they have the picture you describe.

Do not show the pictures for matching.

To begin, speak slowly, emphasizing the category and the preposition (position). "I have a vehicle over something." "I have a building under something."

Encourage the children to look for the category. Then if they have the right category, look to see if they have the right position. "Look, do you have a vehicle? If you do, then see if it is over something. Raise your hand if you think you have a vehicle over something."

Check the cards of the children who raise their hands. Quickly explain any errors out loud to the entire class going through the thought process for all to hear.

After you describe the cards and explain the errors a few times, the class should quickly catch on and you should be able to play a fairly rapid game giving each child numerous opportunities to demonstrate how well he can now group.

Record: Playing skill.

Particular confusions.

Special problems.

Comments:

J-19

Categories

Objective: To think in categories without pictures or objects to give clues.

Materials: None

Procedure: Teach another game..

Ask, "Who can name a vehicle?" or "Tell me a vehicle."

If they don't understand, explain, "O.K., I'll name a vehicle--a car is a vehicle. Now, who else knows a vehicle?"

This can be played as a game to see who can name the most vehicles, but the students will probably be content just to compete with themselves.

You can encourage them to try harder if you can remember how many in a category they could recall on their last try and praise them for thinking of "one more"--if they do--this time.

This is quite successful since hearing the other children list objects in a category helps them remember more and you can see the pride they begin to exhibit as they "improve".

Warning--This lesson tends to encourage talking out-of-turn. Be firm and consistent. Do not give a reward or praise for a correct answer if the child does not wait to be called upon. Tell him why he didn't get a reward in a matter-of-fact way and quickly give your

attention to those who are taking their turns. Praise those who are following the rules. If this doesn't discourage a particular child from blurting out, ask him to stand aside until he can follow the rules.

Repeat categories at first to make it easier for the next child to succeed. Start the faster students on the newly introduced categories. Remember which categories the different children do best in. Call on the slower students when you are pretty certain they will answer correctly. Build them up. Make them all stretch their minds.

Record: Categories used.

Success of each child.

Special problems.

Comments:

READING READINESS

Tasks in the reading readiness class can be described under two basic categories, i.e. reading motivation and reading readiness.

Many of our children have never been read to at home and have not seen adults read for pleasure. Consequently, some of the tasks are designed to promote the children's interest in stories and books. Hopefully, we can increase their motivation to read by introducing them to the reading process in a very pleasant way.

The other category of tasks has to do with enhanced or acquired skills in areas such as visual-motor coordination, visual and auditory discrimination, listening skills, etc.

Books and Storytime. Since most of our students have not been read to before, they do not begin the school year with an appreciation of listening to stories. They initially lack listening skills and the

attention span to appreciate stories. Consequently, we have selected books for early in the year that are short and provide opportunities for participation. Participation can take the form of "feeling" the pages, holding a doll or stuffed animal character or answering questions about the story as it develops. Appreciation is also built by the manner in which the teacher presents the stories. She usually presents the stories after the children have completed another task--as a reward for their working so hard on a task. Along with this, she uses the usual ploys used by teachers throughout the world to show their interest in the stories they read.

The students quickly begin to enjoy storytime and to ask for it. Stories are read throughout the year, growing in length, complexity and purpose. Emphasis upon listening to stories is lessened during the latter part of the year when both listening skills and appreciation are fairly well developed. In this way, there is not only more time available for developing other skills, but, also, storytime retains a quality of being "something special".

We select books which are simple enough for our students to understand and enjoy. This is not as easy as it might seem because, until quite recently, there was little market for,or appreciation of, the requirements of books for language-deficient children. Illustrations and text need to be fairly simple. Our books are also selected with an eye to their content and its value. Books are rejected if they portray life in exclusively middle-class suburban terms. Most of our books can be categorized according to their primary purpose:

> Self-concept--These books usually center around building an awareness of body parts, growth, activities of a child, loss of teeth, etc. A few books are available which create an awareness of "being me".

Family roles and sex roles -- Books in this category require careful evaluation because so many are unrealistic looks at the family. If they can be used, however, to show love and to make a new baby a happy occurrence without being saccharine, they can be valuable. Often, the teacher's skill at re-writing her books and at evoking conversation about them can "save" books otherwise unacceptable. This is often true of books which show Daddy going to work every morning--instead of recognizing shifts or that often Mommy works, too.

Occupations and helping professions -- These books create awareness of roles and the community.. They can also be used for developing imagination and awareness that boys and girls become more than mommies and daddies when they grow up.

Awareness of time -- Basic concepts such as day and night are often absent in these children. Words such as morning and afternoon, breakfast, lunch, supper and dinner are unclear.

Numbers -- Good books are available which use numbers or can be modified to encourage counting activities. These books reinforce counting skills, demonstrate that knowledge gained in one class is useful in other parts of life and allow the children to "show off" new skills.

Vocabulary -- Developing the children's vocabulary through stories can be done with much repetition and care if only a few new words are presented at a time. Books are now available with the express purpose of helping to teach vocabulary and/or simple concepts. Some of these are excellent and can be used effectively by allowing the children to describe the action and pictures after hearing the story several times. Other stories, such as fairy tales, can be used to introduce a few unusual words at a time.

Color -- Many books can be used to develop an interest in color simply by talking about the illustrations. A few are designed for this purpose.

Rhymes -- The children can begin to hear rhyming words long before they understand what they are. Some books such as the Dr. Seuss early readers are excellent promoters of this kind of listening skill. After a few readings, the children will be able to complete the lines for you using rhyming words as their cues. They find this delightful.

Imagination -- This is a very worthy aspect of some books. Again, a word of caution is offered to those selecting books strictly for developing the imaginations of disadvantaged children. "Imagining" is a totally new experience for most of them. Many do not even play "make-believe". Begin with very simple imaginative situations and expect to have to explain some of them and to have to show your own delight with the process of "imagining".

Dramatic Play Activities. Through dramatic play activities, the children begin to develop their imaginations. These activities often depend on a very short poem. After the children hear the poem, they do "let's pretend" activities. Generally, these activities depend basically on assuming a body posture that represents the main character or main activity. On other occasions, the child may look at a picture and be asked to show the other children what he saw. Coaching is given freely if this is difficult for the child.

Sequencing. These students have such little time concept and so little language to deal with it, that it is quite difficult for them to determine first and last actions in a series of actions or in a story. After much story-listening and development of concept of left/right progression, pictures are placed to demonstrate sequence. Sequencing is begun using only two pictures and then is expanded to more as the children are able to work with more. Sequences of pictures illustrate both everyday activities and stories with which they are familiar.

Colors. Although colors seem entirely obvious to adults, some of our preschoolers seem to have never even noticed color and few of them know more than two colors at the beginning of school. Because these children are just beginning to learn at the beginning of the school year, it is very important to present colors in a manner that is easy to understand.

The teacher always mentions the object as well as the color when identifying color--"This dress is red." This is an attempt to alleviate unnecessary confusion for the child. For example, if the teacher pointed to a dress and said "red" or "this is red", it might leave the child wondering, "I thought that was a dress, now she says it's

a 'red'." As soon as it is possible, the children are also required to use complete sentences of this nature in their color identifications.

Colors are taught one at a time. Red is the first color presented. The teacher points out many red pictures and objects. She will next continue to point only at red pictures and objects and allow the children to tell her that they are red. At this point, most do not understand what they are learning. They are, however, looking at objects with but one similarity and voicing it. Next the teacher points out some objects that are not red, allows the children to affirm that some objects are not red and finally, the children begin to have to evaluate for themselves if an object or picture is red or not. They have had many positive experiences using color by this time which helps to make easier this first mental-jump to the understanding of color. If they are not ready for the mental-jump, they receive more "parroting" experiences and watch others until they are able to handle the red/not red evaluation themselves.

Recognition is made that the process of choosing the proper object to go with the word "red" is different from the process of thinking of the word "red" when shown a red object. Accordingly, only one task is worked on at a time, to provide multiple exposure to the work "red" before the children are required to use it themselves.

When the students are fairly proficient at using "red", they are asked to use it in combination with other skills such as snapping plastic chips together, stringing beads and counting. This provides continual review while demanding that they combine two different thinking processes, e.g. counting and selecting a color. This type of demand on the child's intelligence has probably never been made in his home.

Other colors are presented one at a time, each after total mastery and integration of those preceding it. When a new color is introduced, tasks using it are kept isolated from those with mastered colors until the students are quite secure with it. Only then are they asked to run the risk of confusion by having to think about several colors at once.

Each new color is learned and integrated more easily than the previous ones. This is true because the children master the processes of handling color early and are then required to only integrate the new color names and discriminations into familiar tasks. After the first four colors are learned, others are picked up much more easily and do not require the elaborate presentations of the first four.

Circling Objects. This skill is introduced now primarily because it is easily combined with others. In combination with others, it presents the children with opportunities to develop their skill at thinking about two different processes at once. It also provides a method of indicating answers to other tasks by "circling the right answers".

The first step towards being able to draw a circle is to be able to recognize and name a circle. After this, awareness can be furthered and the proper fine coordination developed through tracing circles. Dotted circles are traced with continuously fewer circles as guides.

Dotted circles are presented around objects, again with fewer and fewer dots. For a while, all that remains for a guide is a single dot to help the student to start and stop. Finally, the children are able to draw circles freehand and understand what it means to "draw a circle around (something)".

Recognition of Similarities and Differences. Most academic tasks are dependent upon the ability to discriminate between objects, pictures or symbols. Discrimination requires the development of two separate skills--the physical ability to recognize visual or audio differences and the internal language to facilitate awareness of the likenesses or differences.

The culturally-deprived preschooler has very poorly developed discrimination skills. This is partially because thus far he has not been required to focus his attention enough to develop acute observation skills. More seriously deficient is his internal language. We attempt to help our preschoolers to develop in both of these areas of inadequacy.

Recognizing the physical process of seeing similarities undeveloped, we present early tasks of discrimination using pictures of identical objects or entirely different objects--two circles or a circle and a house. Only after the necessary language is developed to handle similarities and differences with ease, do we present finer discriminations for the child to discern. When this does happen, they will be expected to discriminate by color, shape and size--first, with all three characteristics differing and then only some of them. They will also be expected to look at two non-identical but similar objects (two dogs) and one that is unlike them (cat) and make a correct discrimination. These physical process skills come fairly easily once the children develop the language to make evaluations.

The children are exposed to a great many pairs of identical pictures or objects and are told, "This is like this." They then learn to say this meaningless phrase, pointing appropriately to each object. Next, they are shown three objects/pictures, two of which

are alike and one different. They learn to say, "This is not like this" to refer to the "different" one. They learn to evaluate pairs next--either the pair is alike ("This is like this.") or not alike ("This is not like this.") They combine the skill of discriminating with the skill of drawing circles around pictures to circle like pictures.

The pattern used thus far is clumsy. It was used, however, because it pointed out the relationship between the objects under consideration. At this point, the language used with the concepts of similarity and difference is expanded. The children learn to use the phrases "These are alike" and "These are not alike." The word "different" is introduced--"These are different." Finally, "not different" is paired with "alike". By this time, the children are thoroughly familiar with the process of finding similarities and differences.

Early Reading Skills. We use rebus reading to develop many pre-reading skills. This is done through a process using flashcards, worksheets and Introducing Reading, Book One, Peabody Rebus Program. Through this series of exercises, the children learn that words have symbols. Initially, these symbols are pictures corresponding with nouns. After using noun pictures, the children will accept and can use more abstract symbols such as a picture of a pointing hand to mean "a". Using these pictures, the children begin to make phrases, reading the words in different order and even placing them in different order ("writing" what the teacher says). In this way, they are not only becoming aware of the left-right progression used in reading, but are actually seeing sentence construction.

Visual Discrimination of Letters. The Michigan Language Series, Books 1 and 2 provide a well-programmed exposure to letter discrimina-

tion tasks. Preceding the use of these books, we present tasks to make the mechanics of using the books. In this way, the students are not unnecessarily confused as they go into the discrimination tasks. They understand what is expected and can concentrate upon making appropriate discriminations.

Preparation for discriminations between such difficult letters as p, q, b, d, and a is done through a series of tasks using vertical lines (sticks) and dots (balls). The children compare one set of stick and ball with another set to see if they are alike. The ball may be placed high or low beside the stick and on the right or left. The students think that this is great fun. By the time they are proficient at this, they have developed observation skills which eliminate not only p, q, b, d, and a problems but also i-j and m-n confusions, common to young readers.

Letter Recognition and Beginning Reading. Our goal is not to teach the students to read. It is, rather, to enable the children to develop methods of attack at learning new letters and how to use them.

The students are introduced, consequently, to only six consonants and two vowels. Eventually, they learn to build and read words constructed with these letters.

The process used to teach the children to handle letters is similar to that used to teach color and numbers. That is, a single example is mastered. The students learn to recognize a letter, usually says its name and "sound". Then, various processes of handling the letter are introduced--hearing the sound at the beginning of words, locating the letter at the beginning, end and middle of printed words accompanying pictures which the printed words describe, hearing the sound at the end and middle of words, etc. Only after these processes are handled easily is a second letter introduced--first, in isolation and then integrated into tasks also using the first letter.

With the handling of the second letter and combination of tasks handling the two letters, the students begin to develop thinking and generalizing skills that will be highly useful to continued development of reading skills. As the four more consonants are introduced,

the children are able to handle them with obvious ease, compared to their approach to the first letter which they learned.

The vowels are presented in a manner similar to the consonants. Both are presented as having but a single sound--facilitating the reading and building of short words. Before the second vowel is introduced, the children learn how to blend sounds and thus read words. Soon they are able also to break words down and "spell" them. They even enjoy reading short (and often nonsense) sentences. At this point, the second vowel is introduced.

Thus, though not proficient readers, our students have a positive attitude about learning to read. And justifiably so, since their understanding of the reading process is well underway.

NUMBERS

Rote Counting. Great emphasis is placed upon rote counting skills early in the year because they are necessary for the acquisition of the more abstract numerical concept formations that follow.

Initially, the students master the process of counting to five. An attempt is made to teach them to not only say the number (pronounce its name) but also understand what it means to count to it.

As the children become comfortable with the new numbers, others are taught, one at a time up to fifteen. At this point, they are generally far enough advanced to recognize the repetition in counting and the rest of the numbers are learned in groups. There is no goal set to describe how high the students should be able to count. Some of the children do learn to count as high as one hundred after they understand the repitition process but we do not set this as a goal since all of the arithmetic processes taught can be learned with the lower numbers.

Counting Objects. The children must learn that numbers recited in order have meaning above and beyond the pronunciation of specific syllables in a precise order, i.e. they must learn the enumeration process. They must learn that each number can be associated with a single object in counting and, the more objects counted, the higher the number counted to. The last number said when counting a group of objects is the answer to the question, "How many?". Those concepts are taught at first using no more than five objects.

Then the students learn that "zero" means "none". Tasks requiring an answer of "zero" are mixed with other counting tasks.

Practice is given to sorting objects while counting. (How many pink flowers do you see? County only the horses in the picture. Put the green blocks on this paper and the red blocks in this box. How many green blocks are there?)

The children learn to evaluate the opinions of others based upon their own experience and to make yes/no evaluations. ("Here are some circles. Are there 6 circles? No, there are not 6 circles, there are 3 circles.")

Symbol Recognition. Each number is carefully introduced using a descriptive rule or clue that is drilled and memorized. This is to prevent confusion such as might arise, for example, between the 2 and the 5--the 2 is the only number that has a flat bottom.

The first three numbers taught (1-3) are drilled day-after-day using the same cardboard numerals. When a child easily recognizes them and only when they are in their proper upright position, the same numbers are taught using an increasing variety of shapes and sizes. (The number 2 will always have a flat bottom regardless of color, size, texture, etc.)

"Plus" and "equal" signs are taught concurrently and similarly although they are not used until a little later.

The numerals 4 through 10 are taught one at a time using a number of approaches including connecting dots to give a motor "feeling" for the numbers.

Next comes flashcards having the numbers 1-5 on a single card with one numeral missing. Then flashcards having the numbers 1-10 and a number missing are introduced. The children examine them, identifying the numbers on the card and deciding which is missing. They then locate that number on the flannelboard, blackboard, etc. touching it and saying its name. Emphasis is placed upon the fact that numbers are correct only if they are standing right-side-up. This forces the children to pay extra attention to the details of the numerals and lays a foundation for easier discrimination between letter symbols.

The above seems to be quite successful in the development of a child's sense of directionality and spatial orientation. It is continued throughout the year.

When the children can easily recognize the numbers 0 through 10 in a wide variety of shapes, colors, and sizes and can also demonstrate a clear understanding of the weight, numerical value and relative positions of each of them, the numbers 11 through 15 are introduced one at a time. The relationship between 1 and 11, 2 and 12, etc. is thoroughly discussed and made meaningful.

The same teaching rechniques and experiences are used to teach these new numbers as were used to teach the lower ones--finding the missing number, right-side-up orientation, sequential placement, etc. This is done to help develop the realization that knowledge can be

useful, i.e. that what you learned yesterday can be useful today and what you learn today can be useful tomorrow. Our experience suggests that the above teaching sequence makes it relatively easy for three to five year old disadvantaged children to gain this concept.

Sixteen through 20 are introduced in the same manner.

All number symbols presented beyond 20 are presented in groups of 10. Emphasis is placed on the similarity of each group to those preceding. Generalization of skills using numbers comes quickly at this stage and the children are excited by it. They enjoy playing bingo at all levels of number recognition, but are especially pleased when they can use a commerically prepared game.

Addition. The students learn to read completed addition problems, e.g. 2 + 1 = 3. Initially, this has no meaning for the students but seems exciting because they are "reading". The "how many" question is introduced referring to the answer (2 + 1= how many?) and then to the middle term (2 + how many = 3?) while the statement is still written in completed form (2 + 1 = 3). The children must simply locate the appropriate number in the statement. This lays the foundation for finding solutions, but essentially makes the children aware of the components of the entire statement. Their first exposure to the problems requires only their recognition of the early number symbols: 0, 1, 2 and 3. When they are proficient at reading these and aswering questions, higher numbers are slowly added--up to 6 at this stage.

Meaning is then put to the reading. (Start out with 2, get more--one more, end up with 3.) When these new phrases are familiar, the children begin to illustrate them using the fingers on both hands. Once they "catch on" to the process of adding in this way, they return

to the less cumbersome method of reading (2 + 1 = 3)while demonstrating on their fingers. The final step, at this point, is introducing the question mark in the "answer position" so that the children can figure out the answer with their fingers and fill in the correct answer afterwards (2 + 1 = ?).

At this stage, it is again possible to demonstrate the regularity in the number world. A rule is learned for adding 0. "When you add zero, you always get the same number." The children initially use only low numbers as they read the problems (2 + 0 = ?) and tangibly demonstrate them. The 0 always appears in the middle position and the "?" at the end. As the process becomes clear to the children, higher numbers are introduced and they are very capable of handling them by using their rule.

"Adding one" is the next major undertaking. The rule: When you add one, you get the number that comes after (or, "the next number"). Again, they work at first with low numbers and then apply the rule easily to higher numbers.

Problems involving the addition of zero and one are then interspersed. Eventually, the question mark replaces the middle number (2 + ? = 3, 2 + ? = 2) as well as the answer (2 + 1 = ?, 2 + 0 = ?). These problems are worked through mentally by the application of the rule and tangibly to assure that the meaning of the process is not lost. Problems are also written on the board in a complete form, sometimes with a correct answer and sometimes not. The children must work the problem and make a yes/no evaluation of the teacher's statement. If it is incorrect, they correct her answer.

By placing the question mark in the middle, we lay the foundation for the subtraction process. Some of the children work word

problems such as: I need 5 stars. I have 2. How many more do I need? Most adults see that problem as 5 - 2 = ?. These children see it as addition: 2 + ? = 5.

The addition problems are worked with numbers as high as the children recognize. For example, upon the introduction of numbers 51-60, the children can add 0, 1 or 2 to them.

The final major step in teaching the addition of zero and 1 requires that the children see the interchangeability of the first two numbers in the problem (2 + 1 = 3 or 1 + 2 = 3, 2 + 0 = 2 or 0 + 2 = 2). Again, this is done both tangibly and mentally.

Some of the children begin to work addition problems using 2. This presents surprisingly few difficulties because they understand the principle of "getting more" and mentally counting higher to find the answer.

In the numbers class, we avoid trying to teach general concepts such as some, few, many, more, etc. The need for these concepts arises rather naturally in many situations during the year. At such times, recognition that these concepts may be difficult enables the teacher to help the children to cope with the situation at hand. Often this can be handled by pairing the general words with more specific terms which the children grasp.

INDEPENDENCE TRAINING

This class is designed to allow the children time to work on tasks independently--supported by the teacher but with a more limited amount of her attention than normally received in the other classes. It is run in an entirely different manner than the others. Generally, only one task is presented by the teacher. The lessons are designed

to reinforce concepts and skills acquired in other classes and provide opportunities for independent endeavors similar to those encountered in a regular classroom.

After the students complete the lesson presented by the teacher, they are allowed to select other tasks to work on for the remainder of the class period. The options open to them are carefully selected to maintain interest, force decision-making and increase willingness to take on progressively more difficult tasks.

Contracts are used to emphasize the decision-making process and encourage persistent effort. These are pieces of paper with drawings to represent available materials. Each child "plans" his activity by circling the drawing which indicates his choice. He gives this to the teacher before beginning the activity. When he completes the task, he may contract to do something else. He may not begin something else before he has completed the first contract. If the child has difficulty deciding on a task, he and the teacher select one together.

The tasks are "fun" tasks which can be loosely placed in three categories:

1. Manipulative and/or Perceptual-Motor Tasks designed to sharpen fine motor skills, visual-motor coordination, etc. The following chart based upon one designed by Cruickshank[1] lists some of the activities and tasks included in this group.

2. Language Development. Games and Activities have been designed for this class which reinforce language skills being developed in the other classes. Commercial Lotto games are also utilized. The

1 Cruickshank, William M., The Brain-Injured Child in Home, School, and Community (Syracuse, New York: Syracus University Press,1967) p.p. 156-157.

BASED ON CRUICKSHANK'S THE BRAIN-INJURED CHILD IN HOME, SCHOOL AND COMMUNITY

Tasks listed across the top indicate activities in which Walworth County Preschool Students take part

	Inch Cube Designs	Learning Tower	Cutting	Pasting	Puzzles	Peg Boards	Placing Picture Parts on Completed Pictures	Play-Doh	Frostig Worksheets	Eye Exercises	Stencils	Stringing Beads	Form Boards	Perceptual Constancy Worksheets	Form Lotto
Eye-hand Coordination	X	X	X	X	X	X	X	X	X	.	X	X	X	X	X
Seeing Whole Pattern	X	X	X		X	X	X	X	X	X		X		X	X
Fine Muscle Development	X	X	X	X		X	X	X	X		X	X	X	X	
Establishing Handedness	X	X	X		X	X	X		X		X	X	X	X	X
Spatial Relationships	X	X	X		X	X	X	X	X	X	X		X	X	
Depth Perception	X							X		X					
Left-right Progression	X				X	X			X			X			
Organization of Approach to Task	X	X		X	X	X	X	X	X			X	X	X	X
Color Discrimination	X	X			X	X					X	X	X		
Form Discrimination		X	X	X	X	X	X	X	X		X	X	X	X	X
Relation of Figure to Background	X				X	X	X		X	X	X		X	X	X
Increased Attention Span	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Control and Limit of Perseveration	X	X				X	X	X	X	X	X	X	X		X
Size Discrimination		X	X		X			X	X		X		X	X	X
Classification Grouping					X										
Laterality			X			X		X			X			X	
Directionality		X	X		X	X	X	X	X		X	X	X	X	X
Temporal Spatial Relationships	X	X			X	X	X		X	X					

78

commercial puzzles used are designed to teach body parts rather than shape and form.

A few tasks have been designed to <u>teach</u> language rather than reinforce or expand what was taught in another class. The concepts of "top", "middle" and "bottom" are first introduced in this class, for example.

3. <u>Holidays and Passage of Time</u>. The cutting, pasting, drawing, and coloring activities of this class are utilized for teaching the seasons and holidays. The children make "favors", etc. appropriate for each of the holidays during this class. They also learn finger-plays which contribute to the children's awareness of the passage of time, seasons and holidays.

The following are random samples of the lesson plans for this class:

<u>Objective</u>: To gain more experience matching and placing.

<u>Materials</u>: One inch DLM Cubes, Design cards numbered 1 to 28, card holders.

<u>Procedure</u>: Place a very simple sample card into card holder. It will show a picture of a stack of cubes. Demonstrate that you can copy the picture. Tell them to look at the block(s). Put a block like the first one in front of the picture. Point out how it is the same color as the one in the picture. Match another block--explaining how it "looks just like <u>this one</u> in the picture". "Who can find the block that looks <u>just like this one</u>?" Touch the picture on the card. Keep pointing to it and touching it while a child selects a matching block. If a block that is not matching is selected, explain why it

does not match.

Then let each child take a turn reconstructing the stack while the others watch. Try to choose the child most likely to succeed on his first try to start with so that he can act as a model for the others. In praising him for his success, make comments that help the others understand the process such as, "Good, John! This block on the picture is all red isn't it? See, class, how John picked an all red block to match. And he picked a green and white block for here. Is that right? Yes! See how it is the same as this one? Very good!"

Provide only the blocks needed to match the design at first to insure more rapid comprehension of the instructions. Later you should require the children to search through a number of blocks to find the ones that match.

Go through the instructions again using another simple card.

You might want to go through the instructions a time or two more, depending upon the group, before giving each child his own card to work on.

It is better to keep the group working together until you are quite certain that they all understand the instructions. This decreases the chances that a child will bid for attention by pretending not to understand. If you can avoid giving special attention for not catching on, it is desirable to do so, since every time a child obtains satisfaction coupled with failure, the chances are increased that he will "fail" in a similar manner again. We are trying to teach him the habit of success.

When the class is ready, give each child his own card and cubes. Give them only the necessary cubes, no extras.

A child might dawdle and/or refuse to work. Since you now know that the problem isn't lack of understanding, you can spend your time helping and praising those who are working.

If you need to provide help, use this approach: "O.K., I'll help you get started and when you do some more, I'll come back and help some more."

When they finish their cards, rotate them to give each child a new one.

The next step is to provide pools of cubes from which the children select the ones needed for their particular cards. Keep adding harder cards as they become better at the task.

You may need to help some of them find the "bottom" of the card. It is important that they don't get confused at this point. Later it will be a good learning experience to "discover that it's impossible to build a pyramid upside down, etc.".

For now, the matching task is what they should be concerned with.

Record: Builds simple designs.

Able to select correct blocks from pile of many.

Needs help with simple designs.

Works independently at simple designs.

Works independently at all levels.

Comments:

F-20

Objectives: Provide perceptual-motor integrative experience.

Teach directionality.

Teach base shapes.

Materials: Ideal Stencils for Tracing No. 6021, paper, pencils, crayon.

Procedure: Introduce the idea of stencils by first holding up each one and having them identify the pictures that they know. Accept answers that indicate understanding even though not completely accurate, e.g. "flower" for "tulip", etc.

Demand complete sentences.

Next, introduce the word "stencil". Use complete sentences. Keep making use of opoortunities to say and review the word until it is a part of each child's vocabulary.

Using an easy stencil (any one of the following--triangle, square, octagon, rectangle, oval, truck) demonstrate how to put a piece of paper on the table, put the stencil on top of it, and draw along the inside edge to make the shape.

When you have traced all around it, remove the stencil and show them how you made a "picture".

Let each child use the original stencil while you watch and coach. Then, watch as they individually use several others from the above list.

Then let them exchange stencils.

If there is time, allow them to color them--encouraging them to color within the lines in one direction.

Record: General approach--good, fair, poor

Coordination

Interest level

Degree of skill--fast, medium, laborious

Special problems

Comments:

Objective: To learn how to lace and/or increase dexterity in lacing.

Materials: Lacing boards--one for each child.

Procedure: Demonstrate that the string should go through every hole. Show them, while you explain that you start from the bottom and work up through one hole, down through the next and up through the next again.

It appears to help if they say the above words in sequence as they work.

Let one child at a time practice before allowing them to work independently.

Reward with cereal and praise each time they succeed.

Expect this skill to develop slowly.

Work at it regularly for a short period, i.e. come back to it daily for a short time until mastered. When most of the class can do it, work with those still having problems on an individual basis during independent "contract" time.

Record: Special problems

Success

Interest and/or behavior

Comments:

APPENDIX IV

HOME INSTRUCTION PROGRAM

Introductory Material

Date _____

Time _____

Length of visit_____

Visit Purpose:
Beg. Sched. Visit _____
Behavior Problem _____
Parent Les. Plans _____
Other_____
_____

Parent present: Mother _____ Father _____ Sibling_____
(no parent)

Others present:
Adult relative _____
Child relative _____
Siblings _____
Others _____

Siblings' reason for being home:
Pre-school
After school hours _____
Illness _____
Other _____

What room did you use? LR_____ K_____ BR_____ Other_____
Was it satisfactory?_____

Did you require specific furniture? No_____ Specify _____

What kind of activity appeared to be going on when you arrived?

_____

Was the visit disturbed by outside forces?

Visitors_____
TV_____
Siblings_____
Other_____ (includes illness in the family, parent out of work, concern over crisis with another child, etc.--forces which might interfere with concern and involvement which might otherwise exist.)

Health of student: Excellent_____ Good_____ Fair_____ Poor____
Comments:_____

Condition of student (underline those appropriate):
Sleepy Tired Uninterested Alert Hyperactive
Distracted Excited Pleased Showing off
Enjoyed visit Enjoyed lesson Performed well
Performed fair Performed poorly
Comments_____

Home Instruction Progress Sheet for_____

Date _____
Visit scheduled for _____

Please write comments about this child in the column provided for the class you teach. Be specific as you list recent tasks learned well, specific difficult tasks, behavior, attitude of the child and your own feeling whether he is working up to potential in your class. In the last column, record general comments from observations of non-academic situations.

Reading Read.	Numbers	Language	Indepen. Train.	Music/Motor	General

85

Parental Involvement

Condition of the home: Cleaned up _____
Picked up _____
No special preparations made_____
Messy_____
Unkempt_____
Comments_____

Discipline of student necessary
By you _____
By parent_____

Methods of discipline used_____

_____

Comment on discipline by parent of student and siblings by underlining appropriate adjectives:
Effective Not effective Consistent in manner Nagging
Permissive Punitive Excessive Too limited Yelling
Unfollowed-through threats Overprotective and indulgent

Were siblings disciplined if needed? Comment:_____

_____

Did parent become actively involved in lesson? Yes_____ No_____

How?_____

_____

Topics of parental questions about school:

Academic progress_____
Behavior problems/management_____
Material taught_____
Administrative/staffing matters_____
Char. of program (retardation, etc.)_____
Child's school future_____
Willingness to help_____
Other_____
_____

Comments of parent:

About student--general behavior/attitudes
specific behavior problems
learning processes
other

_____

_____

_____

_____

About siblings--general behavior/attitudes
specific behavior problems
school problems
other

_____

_____

_____

_____

Comparisons between student and siblings_____

_____

_____

Personal or familial problems, general comments by parent_____

_____

_____

Comments by siblings or others present (underline "other" if not sibling)

About student_____

About themselves_____

About school_____

About parents_____

About each other_____

Other_____

If a specific behavior problem is concerning the parent, were you able to help? Describe the discussion briefly and if any decisions were made concerning its handling._____

Preschool Report

What problems/progresses did you report to parent?_____

_____

_____

_____

_____(Number entries here and refer back by number when recording parental reactions.)

Parental reactions (both amount of concern/satisfaction and the suggestions/lack thereof offered)_____

_____

_____

_____

Questions you raised about the child and/or the home situation (number to refer back when recording parental answers)

_____

_____

_____

Answers and reactions_____

_____

_____

_____

_____

LESSON PLAN

Lesson Plan for_____

Date to Parent_____

Date Returned_____

What is to be learned	Teaching Methods	Teaching Tools	Max.Time	Things to watch for
	EACH DAY SHOULD BE STARTED WITH FAMILIAR MATERIAL.			
These entries must be very specific. Enter the actual tasks to be mastered, not the concept being developed. The concepts can be simply explained to the parent.	This column should include teaching hints and reinforcement hints. Also should help parent to breakdown the tasks. Try to include ideas for everyday activity lessons.	Include both teaching material and everyday articles.	Explain not to push child. Work as child's interest holds. Less time on new tasks	More teaching and reinforcement hints. Mention further possible breakdown of tasks.
EXAMPLES:				
1. Teaching the child to recognize red/not red objects. Give the child exposure to a wide sample of objects on which to base later decisions.	Point out an object and say: THIS IS A HAT. THIS HAT IS RED. IS THIS HAT RED? or THIS IS A HAT. THIS HAT IS NOT RED. IS THIS HAT RED? Help the child by nodding or shaking your head at first if he needs this cue.	Books, magazines, objects in your home, clothes, etc.	4 min.	When the child can do this well, try a few questions from task 2.
2. Answer question: IS THIS HAT RED? correctly with Yes or No answers.	Be sure to ask the questions as listed. Say the name of the object. Use familiar objects. Use magazines or books sitting down together for a lesson. Clothes in a drawer or closet, decorations in your home, toys, dishes, food, etc. can be used for short lessons whenever you and child are able--dressing, setting table, etc.	Same as listed above	5 min.	If he has difficulty with this task, review task for a few minutes and then try this again. Does he always answer either yes or no? Does he confuse red and one other color? Maybe answering correctly except for green? Praise him or tell him, YES, THE HAT IS NOT RED! Whenever he gets a right answer. Do not scold for wrong answers.

LESSON PLAN

Lesson Plan for_____

Date to Parent_____

Date Returned_____

What is to be learned	Teaching Methods	Teaching Tools	Max.Time	Things to watch for

LESSON RECORD

Record for_____

Date to Parent_____

Date Returned_____

What is to be learned?	Time	What did you do?	What did the child do?
The parent will fill this sheet out as she teaches. Show her how to do the first lessons and fill in the first entry as you do so. This way, she will have a model to follow when she does it. Be sure to regularly remind the parent that if the lessons are not fun and a time of sharing, they are probably worse than no lesson. She must plan on having fun and expecting to be proud of her child, looking for progress, not problems.			
Show her how to concentrate on a few very specific goals. These will be recorded in this column. She can probably copy them from LESSON PLAN.	Remind parent she should not expect to spend max. time on tasks. New ones should be short. Time determined by child's interest. INCLUDE DATE.	Have her describe what she did--encourage her to try to enter as many informal lessons as possible--briefly. Formal lessons should include "teaching methods" stuff. Encourage her to try to see if she is being encouraging and reinforcing or if she is being reprimanding and ridiculing the child. Point out that you are not trying to grade her teaching but to help her to help her child to learn. Thus, the more you know about what is done, the better you can help her. We cannot push the recording so much that it becomes a hazard to teaching. If the child seems to enjoy having lessons with Mother, that is the best indicator that she is doing okay. On the other hand, a report to do is a reminder to her to do it.	She should incoude progress, problems, behavior (good OR bad), attitude, which lessons did he most enjoy. Point out that familiar ones tend to be most enjoyed and that she should expect to have to work harder to make new material more enjoyable.

LESSON RECORD

Record for_____

Date to Parent_____

Date Returned_____

What is to be learned?	Time	What did you do?	What did child do?

APPENDIX V

Description of job responsibilities:

Educational Motivationist:

1. Cirricular decisions.
2. Lesson plan preparation.
3. Inter-class coordination.
4. Motivation program development.
5. In-service preparation of prarprofessionals.
6. Continuous classroom observation.
7. Occasional classroom instruction.
8. Communications maintenance between staff members pertaining to students and their behavioral and academic performance.
9. Record-keeping development.
10. Home instruction program consultant.
11. Liason with superstructure--Walworth County Special School.

Paraprofessionals:

1. Daily classroom instruction.
2. Discipline handling within philosophic framework of the Preschool.
3. Daily evaluation of students' success with instructional material in consultation with Educational Motivationist, as necessary.
4. Daily progress recording, academic and behavioral, as required by Educational Motivationist.
5. Sharing feelings and observations about students, behavior management, academic progress and staff relations.
6. Handling routine that accompanies young children--boots and coats, trips to the bathroom, etc.

Home Instruction Program, Paraprofessional:

1. Making home visits in order to give progress reports to parents.
2. Teaching sample lessons in the homes to demonstrate what knowledge is necessary and appropriate to preschool children and to show strengths and weaknesses of children to their parents.
3. Working more intensively with parents interested in tutoring their own child and/or instituting a behavior management program at home.
4. Keeping track of a limited lending library service.

APPENDIX VI

In-service--Training Paraprofessionals--First Week

Responsibility for training the paraprofessionals is assumed by the educational motivationist. A one week training session precedes the start of school. Some of the areas covered include:

1. Child growth and development with emphasis on the effects of environment on the young child.
2. Language theory as related to intelligence.
3. Scope and sequence of program.
4. Examination and discussion of lesson plans.
5. Examination and discussion of instructional materials.
6. Behavior management--psychology.
7. Behavior management--techniques.
8. General teaching strategies.
9. Specific teaching strategies and/or policies.
   A. Accept only LOUD, CLEAR answers from the children. Mumbling hides incorrect answers and makes it more difficult for a teacher to decide if she heard what the child actually said or what she wanted the child to say.
   B. Set the child up for correct answers--encourage him to work hard by making him feel that he has learned something. This is not difficult to do if incremental teaching is being done effectively.
   C. Change tasks as necessary to prevent bogging down, but do not hesitate to pursue a lesson that is going well beyond the time allotted to it. If the children are learning and enjoying it, continuation of the task would be preferable to changing tasks simply because a change was planned.

D. Be aware of facial and visual cues. Lips give answers; so do initial sounds which you might say anticipatingly. Where you focus your eyes can give cues as can the position of your head. Other children are notorious for giving cues or answering out of turn-- "Chuck, don't answer this one." Cues are sometimes valuable but care must be taken that the teacher recognize them and use them only purposefully. (An educational motivationist can teach a teacher to do this because she has the time to observe what is transpiring in the classrooms and the time to alert and/or teach the paraprofessionals to make use of the cues operating. Further, since all five teachers are working with the same children, it is not necessary that the probelm be discussed in a supervisor vs. teacher situation. Instead, it comes out in group discussion which, it appears to us, is much more enlightening and less offensive to the teachers.)

E. Avoid ambiguous acceptance/rejection of answers--be sure that the child knows whether he was right or wrong so that he can either repeat his approach or look for a new one.

F. Keep the class moving--this will keep interest up and discourage wandering attentions.

G. Move quickly from child to child in no observable pattern so that they feel "on call" at all times.

H. Use praise liberally--not only for correct answers but, even more importantly, for improvement in attempts at problem solving.

I. Teach by example, not explanation. Explanations are superfluous and usually not understood. Time wasted in ex-

planations is far better spent by providing more examples.

J. Do not "forget" some children. Attention should be carefully divided so that neither fast nor slow learners have more than their share. If time must be spent with one child, urge the others to listen carefully and watch for mistakes. Let them judge if an answer is right or wrong, etc.

K. Use a lot or repetition--teachers become bored with repetition far more quickly than students. Young children love repetition if it is paced properly and interestingly. One need only observe a child watching television to confirm this. What does he watch most intently? The repetitious commercials are what he delights in, aren't they? How often have you seen a child playing absentmindedly in front of a TV only to drop everything to watch the commercial and then go back to playing when it is over? Why do all young children do this? They do it because they know what is coming next and it thrills them to know that they know. This is why they ask their parents to tell them about Goldilocks and the Three Bears, "one more time", for the hundredth time. Children love repetition. Knowing you know and anticipating is one incremental step below insight. We are working toward teaching each child to love the thrill of discovery--to warm inwardly each time the light comes on

in his mind and he can say, "Oh, wait a minute! Now I get it!". We are trying to teach him to treasure that feeling and work to achieve it time and again.

Proper repetition helps him. Don't try to short-cut the process because the repetition is boring to you. Instead, make use of the repetition to study the children. What is happening to the children is not repetitious--it is brand new every day. Can you see it? Can you describe it to others? Can you speculate as to what it means? Can you suggest what should be done about it?

L. Do not let irrelevant comments a child or children make destroy what you are trying to teach. Recognize them as dodges by children who do not know the answers and/or as symptomatic of something. What? Remember the response and/or pattern. Discuss it during staffing. Meanwhile, work around and/or right through the attempted diversion--keep on with your teaching. If you have continued trouble doing this, find out if the others are having similar troubles. If not, how are they handling the situation differently? If so, what consistent approach should you all try to break the pattern?

M. Catch the children being good and praise them for it. <u>Reward good behavior wherever you can instead of punishing bad</u>. Make it easy to get attention for good behavior and difficult for bad. If you have to do something more to deter bad behavior then ignore it, choose something you can do often and consistently <u>without</u> giving the child

much attention or reinforcement for his behavior. Let the children know in advance what it is so that when you have to do it, the whole class understands why and it can be done with a minimum of attention being given to the disrupter. Isolation accomplished by a quiet, prearranged signal or statement works well with most children.

N. Instead of threats of punishment, if something more than praise is needed for control, arrange for consequences. Plan ahead. "I'm sorry, Tim. We agreed that it is dangerous to throw toys and so children who throw them can't play with them until they learn not to throw them."

"Billy, show Tim how well you can play with the blocks. Very good, Billy!"

<u>Give Billy the attention, not Tim</u>. Give Tim only as much attention as is necessary to understand the consequence. If you plan ahead, this can be very little. Don't be cross with Tim--be firm and mildly sympathetic. "Got yourself into a little trouble, didn't you, Tim" Sorry about that. It's no fun missing out on the play period, is it? Watch Billy and Clark--they know how to keep out of trouble; don't you boys! Good work!"

Turn your back on Tim and spend your time letting him watch you give attention to those you are "catching being good."

10. Professionalism--confidentiality.

11. Case histories--description and/or introduction to children--what to expect.

12. First class--practice--rehearsal--role playing.